

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180153**

**Grants.gov Tracking#: GRANT12660256**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180153

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: Arizona Board of Regents, University of Arizona

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

742652689

\* c. Organizational DUNS:

8063456170000

### d. Address:

\* Street1:

888 N Euclid Room 510

Street2:

\* City:

Tucson

County/Parish:

Pima

\* State:

AZ: Arizona

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

85719-4824

### e. Organizational Unit:

Department Name:

Ctr for Latin American Studies

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

\* First Name:

Paul

Middle Name:

\* Last Name:

Sandoval

Suffix:

Title: Director, Postaward

Organizational Affiliation:

Sponsored Projects & Contracting Services

\* Telephone Number:

(520) 626-6000

Fax Number:

(520) 626-4137

\* Email:

sponsor@email.arizona.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Latin American Studies National Resource Center and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="595,550.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="595,550.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Arizona Board of Regents, University of Arizona

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	122,668.00	125,734.00	128,878.00	132,100.00	0.00	509,380.00
2. Fringe Benefits	28,814.00	8,351.00	33,471.00	7,412.00	0.00	78,048.00
3. Travel	17,023.00	25,540.00	13,600.00	21,050.00	0.00	77,213.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	6,000.00	9,000.00	7,000.00	7,000.00	0.00	29,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	71,375.00	77,605.00	63,169.00	78,246.00	0.00	290,395.00
9. Total Direct Costs (lines 1-8)	245,880.00	246,230.00	246,118.00	245,808.00	0.00	984,036.00
10. Indirect Costs*	19,670.00	19,698.00	19,689.00	19,665.00	0.00	78,722.00
11. Training Stipends	330,000.00	330,000.00	330,000.00	330,000.00	0.00	1,320,000.00
12. Total Costs (lines 9-11)	595,550.00	595,928.00	595,807.00	595,473.00	0.00	2,382,758.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 05/08/2018 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): US Department of Health and Human Services

The Indirect Cost Rate is 47.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180153

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Arizona Board of Regents, University of Arizona	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Kirsten A Sherman-Haynes	Interim Vice President for Research
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Arizona Board of Regents, University of Arizona	06/25/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Arizona Board of Regents, University of Arizona * Street 1: 888 N Euclid Room 510    Street 2: * City: Tucson    State: AZ: Arizona    Zip: 85719-4824 Congressional District, if known: AZ-003		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> United States Department of Education	<b>7. * Federal Program Name/Description:</b> National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015	
<b>8. Federal Action Number, if known:</b>  	<b>9. Award Amount, if known:</b> \$ 	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix:    * First Name: Not Applicable    Middle Name: * Last Name: Not Applicable    Suffix: * Street 1: Not Applicable    Street 2: * City: Not Applicable    State:    Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix:    * First Name: Not Applicable    Middle Name: * Last Name: Not Applicable    Suffix: * Street 1: Not Applicable    Street 2: * City: Not Applicable    State:    Zip:		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: Kirsten A Sherman-Haynes * Name: Prefix: Dr.    * First Name: Kimberly    Middle Name: * Last Name: Ogden    Suffix: PhD Title: Interim Vice President for Research    Telephone No.: (520) 626-6000    Date: 06/25/2018		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1235-CLAS\_GEPA\_STATEMENT.pdf

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## **GEPA STATEMENT**

### **University of Arizona Center for Latin American Studies**

The Center for Latin American Studies (CLAS) will continue its efforts to ensure that students, faculty, and other program beneficiaries are aware and take advantage of existing University and Center programs that benefit people with special needs. The Center adheres to the University of Arizona (UA) mission's core values that encourage a "diverse and inclusive community." The following steps will continue to be taken to ensure equitable access to, and participation in, Center programming.

CLAS is fully committed to implementing EOAA guidelines and does so with the support of the UA. According to the UA Office of Institutional Equity: "It is the policy of the University of Arizona to provide equal employment opportunity without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information." Equal opportunity policies are spelled out in great detail on the UA website (<http://equity.arizona.edu/>), which thoroughly outlines the rights and responsibilities of students, employees, and supervisors with regard to non-discrimination practices. All nondiscrimination and affirmative action statements can be found at: <http://policy.arizona.edu/nondiscrimination-and-affirmative-action-statements>. The UA has designated ADA/504 Compliance Officers, as well as Title IX Coordinators.

As the UA is a Hispanic Serving Institution (HSI), these guidelines are written in both English and Spanish. In fall 2016 (the last year for which statistics are available), more than half of all employees - and half of all administrators - are female. 29% of employees (including

20.7% of administrators) are racial/ethnic minorities. Both the absolute number and the percentage of minority employees have increased over the past ten years.

The University of Arizona is committed to inclusive excellence and has established the Office of Diversity & Inclusion, reporting directly to the University Provost (<https://diversity.arizona.edu/>). Their mission is “Inclusive Excellence: The Relentless Pursuit of Excellence through Diversity. Inclusive excellence (IE) is the engine that drives the value and practice of diversity and inclusiveness at the University of Arizona. At the center of IE is the recognition and acceptance of the talents, worldviews, perceptions, cultures and skills that diverse communities bring to the educational enterprise that can be harnessed to prepare students for leading, living and working in a diverse world. Native American, LGBTQ, Asian American, White, Latino, African American, women, veterans, people with disabilities, Jewish, Christian, International, Muslim, fraternities and sororities, athletes, alumni and many other communities of students, staff and faculty contribute positively to all dimensions of the university.”

CLAS also actively supports and encourages applications from minorities and women as part of our standard hiring and admissions practices. Three of four the full-time CLAS staff are women, two of whom are also Hispanic. Our part-time student workers and interns are a very diverse group. Of the four part-time workers all are Hispanic and three are women. CLAS is home to 6 core faculty members, 5 of whom are women, one Latina and one disabled. The lone male faculty member is a naturalized US citizen originally from Brazil and is a member of the LGBTQ community. CLAS is currently home to 31 graduate students, 20 of whom are female, 11 Hispanic and 3 International students. CLAS Undergraduate student population in 2017-2018 was 60% Latino, 20% White, 12% American Indian, 5% non-specified, 3% Asian.

The University and CLAS are responsive to the needs of disabled faculty members and students. For example, the UA Disability Resource Center has provided Dr. Margaret Wilder accommodations for her disability that limits her mobility by ensuring that her classes are held in the same building in which her office is located and that they are equipped accordingly. A full description of DRC policies, accommodations and services can be found at:

<http://drc.arizona.edu/>

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, CLAS upholds the UA requirement that no qualified person be denied access to, participation in, or the benefits of, any program or activity operated by the University because of disability. Public activities are conducted only in buildings that are wheelchair accessible and have instructions in Braille. Furthermore, on request, the Center makes educational resources available through its outreach program accessible to teachers and students with disabilities.

The Center also makes efforts to reach underserved (minority, disability, rural, and economically disadvantaged) student populations. K-16 outreach programs and activities for teachers and students are advertised widely throughout the state of Arizona an area in which more than 34% of the population belongs to a minority group. CLAS has worked with community college educators in Minority Serving Institutions in southern and central Arizona; and regularly use video conferencing and online platforms to include teachers/students in presentations that they cannot attend in person.

The UA is dedicated to providing an array of resources to ensure student success amongst all students, with a particular focus on minority groups. CLAS works closely with the UA Chicano/Hispanic Student Affairs Center to provide a safe space for Latino students on campus, as well as mentoring, tutoring and peer support (<http://chsa.arizona.edu/>). The African American

Student Affairs (<http://aasa.arizona.edu/>), Asian Pacific American Student Affairs (<http://apasa.arizona.edu/>) and LGBTQ Affairs (<http://lgbtq.arizona.edu/>), and Native American Student Affairs (<http://nasa.arizona.edu/>), offer similar spaces and services. The UA Global Office of International Student Services caters to all international students on campus (<https://global.arizona.edu/international-students>).

Since Hispanics and other minorities comprise a large percentage of the population of southern Arizona, special efforts have been made to involve them in our programs. (The UA itself is an HSI.) Our educator workshops are often designed in close collaboration with the Center for Middle East Studies (CMES), taking a comparative approach to issues relevant to the Middle East and Latin America (e.g. modern-day elections, historical developments such as slavery and colonialism, environmental issues, literary portrayals). For the past several years, Director of Educational Outreach Clea Conlin, has visited many low-income, predominantly Hispanic high schools in Tucson, to promote LAS amongst Latino students entering college.

In addition to its large Hispanic and Native American population, Tucson is a refugee resettlement area, serving immigrants from the Middle East, Asia, and sub-Saharan Africa adjust to life in the US. CLAS has frequently invited refugee-assisting agencies to participate in educators' workshops and helped them recruit interns from the UA student body. CLAS has also hired refugees to perform at Center events, and patronized local refugee-run restaurants.

Community programs are developed to encourage diversity. In its general community programs, CLAS encourages critical thinking, dialogue, and debate by exposing attendees to a broad range of perspectives. To do this, CLAS works with other university entities, such as the Mexican American Studies Department, the Center for Middle East Studies, and the Institute for

LGBT Studies. The variety of CLAS programs further attracts a diverse audience and exposes them to multiple perspectives.

Some programs are developed specifically for elderly people, who may have trouble attending general or student-specific events. The CLAS Speakers' Bureau frequently responds to requests for educational presentations at retirement communities, and university personnel have participated in classes designed for retirees. Age is certainly not a barrier to participation in CLAS programs.

Remarkably, nearly every faculty member directly funded in the 2018 NRC proposal is either a minority, woman or junior faculty. Overall, the University of Arizona and CLAS not only makes every effort to accommodate diverse needs, but actively embraces diversity as essential to the quality of our programs.



## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Arizona Board of Regents, University of Arizona

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: Kimberly Middle Name:   
\* Last Name: Ogden Suffix: Ph.D.   
\* Title: Interim Vice President for Research

\* SIGNATURE: Kirsten A Sherman-Haynes

\* DATE: 06/25/2018

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Marcela		Vasquez-Leon	Ph.D.

Address:

Street1:	845 N. Park
Street2:	Room 287
City:	Tucson
County:	Pima
State:	AZ: Arizona
Zip Code:	85721-0158
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(520) 621-6291	(520) 626-7248

Email Address:

mvasquez@email.arizona.edu
----------------------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

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## ABSTRACT UA CLAS Title VI NRC Proposal

The University of Arizona (UA), an AAU Research One institution located 68 miles from the U.S.-Mexico border, is the hub of local and regional ties to Latin America. Latin American Studies (LAS) has occupied an important place at the UA since the Center for Latin American Studies' (CLAS) founding in 1974 as an independent interdisciplinary program. The **mission** of CLAS is to advance knowledge about Latin America through: a) **teaching** courses and offering degree programs that focus on Latin America to prepare students for careers in government service, education, business and the non-profit sector; b) supporting **language** instruction in partnership with the Spanish and Portuguese Department (S&P); c) fostering high quality **research** across the UA that help generate diverse perspectives and encourage debates on important issues affecting the region; d) serving as an **outreach** resource for public understanding of Latin America in the UA and Tucson communities, the state, the nation, and the hemisphere.

As a Research One institution, the UA is unique in that it has a sizable population of students from underrepresented minority groups (31 % undergraduate, 19% graduate). In spring 2018, the UA was one of 3 members of the Association of American Universities to be federally designated as a Hispanic-Serving Institution (HSI). In 2017, it was 1 of 4 institutions selected by the National Science Foundation to host a national conference on STEM education among Hispanic students. In accordance with the UA's philosophy regarding diversity, CLAS courses and majors attract a high proportion (60%) of Hispanic students mentored by a diverse faculty.

CLAS is unique among area studies centers in that it functions both as a campus-wide administrative unit designed to coordinate and promote interdisciplinary activities related to Latin America, as well as an academic department housed in the College of Social and Behavioral Sciences (SBS). CLAS provides information and resources, as well as collaborative spaces to its more than 154 affiliated faculty (who represent 54 academic and professional schools, departments, centers and research institutes). CLAS also functions as an academic department with its own courses, 6 core faculty, 2 adjuncts, and degree-granting programs (BA--34 majors and 131 minors; MA--31 students; dual MA degrees with Law, Journalism, Public Health, and Public Administration--18 students; and a Ph.D. minor (25 students). The UA library's LAS collections are unparalleled in the Intermountain region and the Southwest, offering enhanced learning and research resources to students and faculty. CLAS is dedicated to K-14 teacher training in collaboration with the UA College of Education (CoE), the UA Center for Middle Eastern Studies (CMES), partnerships with community colleges and Hispanic serving institutions (HSI), and the multipronged development of high school to college pathways for underrepresented students.

Depth and range of UA faculty collaboration with Latin American colleagues and institutions is highlighted by 42 active research/teaching agreements with Latin American universities covering every Latin American country. In 2015 the National Autonomous University of Mexico (UNAM), the largest university in Latin America, established UNAM headquarters in Tucson as part of a UA-UNAM agreement to create a partnership for scholarly exchange. In partnership with the UA's highly regarded Spanish and Portuguese Department (S&P), CLAS obtained a Title VI UISFL grant in 2016 for the development of a new Brazil Studies and Portuguese Language Program, which leveraged UA support to develop significant area studies and language program resources. Recently the UA has developed 12 micro-

campuses-UA degree-granting spaces on the campuses of international partner universities, with 2 micro-campuses in Latin America.

To build on these strengths, its record of excellence, unique geographic location and cultural and historical ties to Latin America, the UA seeks designation as a Comprehensive National Resource Center in LAS with FLAS Fellowships. The UA CLAS proposal addresses the NRC FLAS program competitive priorities and proposes to use Title VI funds as follows:

**Collaborative Activities with Teacher Education Programs.** In collaboration with the UA CoE, CLAS will expand capacity among K-12 teachers focused on Latin American culture and language literacy, including pre-service teacher training, professional development workshops, development of lesson plan databases and contests, preparing Latin America Culture, Language and Literature educational kits, issuing International Curriculum Certificates, and offering a University Speakers Bureau (*Competitive Preference Priority 2*).

**Collaboration with MSI, HSI and Community Colleges.** CLAS has a record of collaboration with local Community Colleges in teacher training and outreach. With the current proposal, CLAS will expand, create, and develop new sustained collaborations with HSI Community Colleges in Arizona (Maricopa, Cochise, and Pima) and with University of Texas, El Paso (UTEP), a non-NRC Minority-Serving Institution (MSI). Initiatives will include the integration of LAS and intercultural material into the curriculum, including area studies and language instruction with emphasis on Heritage Spanish and Portuguese for Spanish speakers. We will also work at formalizing community college pathway articulation agreements. (*Competitive Preference Priority 1*).

**Strengthen area studies and language proficiency.** With the current proposal, CLAS will leverage two new faculty hires (Health and Indigenous Peoples), develop new courses, 2 new study abroad programs, and 2 new dual MA degrees with professional schools. It will also offer a Professional Career Symposium to encourage government service or jobs in the educational, business and nonprofit sectors. CLAS will also develop and introduce new tools for teaching Portuguese and Spanish, including new heritage courses, evaluation and assessment, and virtual platforms. In terms of the FLAS Fellowships Program, the UA CLAS will dedicate 100% of academic year FLAS fellowships to Portuguese (*FLAS Competitive Preference Priority 1*) and will give preference when awarding fellowships to graduate and undergraduate students who demonstrate financial need (*FLAS Competitive Preference Priority 2*). Indigenous languages Summer FLAS will be offered in collaboration with other institutions.

**Foster an Intellectual Community and Diverse Perspectives.** CLAS will increase the promotion of interdisciplinary research and training programs among Latin Americanist faculty and students across campus and with Latin Americanist colleagues across the nation and in Latin America. Through collaboration with UA and nationwide NRCs, CLAS will bring together faculty and students to address critical current global issues and overarching themes related to Border Security and Migration in Mexico; Arid lands and Environmental Change; Indigenous Peoples and Law; and Democracy and Internal Security. Through conferences and scholarly exchanges that represent diverse perspectives, CLAS will also promote new research and study abroad initiatives in Latin America through the development of interdisciplinary working groups, and through seed grants for new scholarly networks. CLAS will also expand outreach efforts through free public events, lectures, films and cultural celebrations to community college faculty and students, local business, the Davis Monthan Air Force base, non-profit organizations, and the general public.

## Project Narrative File(s)

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2018-2022  
Application Package

Center for Latin American Studies  
University of Arizona

U.S. Department of Education- IFLE

National Resource Center Program  
CDFA # 84.015A  
&  
Foreign Language and Area Studies Program  
CDFA # 84.015

University of Arizona  
Center for Latin American Studies  
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## Acronyms List

ABC	American Broadcasting Company
ABOR	Arizona Board of Regents
ACTFL	American Council on the Teaching of Foreign Languages
ADA	Americans with Disabilities Act
AFAS	Africana Studies Program
ALAS	Achievement for Latinos though Academic Success
AP	Adaptive Placement
APR	Academic Program Review
ARL	Arid Lands and Resource Sciences
AVANCSO	Asociación para el Avance de las Ciencias Sociales en Guatemala
AY	Academic Year
AZ	Arizona
BARA	Bureau for Applied Research in Anthropology
CALS	College of Agriculture and Life Sciences
CAPES	Coordenação de Aperfeiçoamento de Pessoal de Nível Superior
CEA	Cultural Experiences Abroad
CEM	Centro de Estudios Mexicanos
CERCLL	Center for Educational Resources in Language, Culture, and Literacy
CFA	College of Fine Arts
CIBS	Center for Inter-American and Border Studies
CIGS	Center for International and Global Studies
CLAS	Center for Latin American Studies
CLEP	College Level Examination Program
CMES	Center for Middle Eastern Studies
CNN	Cable News Network
CoE	College of Education
COH	College of Humanities
CONACYT	Consejo Nacional de Ciencia y Tecnología
CONAHEC	Consortium for North American Higher Education Collaboration
COS	College of Science
CPH	College of Public Health
CUCA	Center of Urban Art, Culture, Science and Sports
EOAA	Equal Opportunity and Affirmative Action
EPA	Environmental Protection Agency
FIPSE	Fund for the Improvement of Postsecondary Education
FLAS	Foreign Language and Area Studies
FTE	Full-Time Equivalent
GA	Graduate Assistantships
GEPA	General Education Provisions Act
GIS	Geographic Information Systems
GLS	Global Studies
GWLA	Greater Western Library Alliance
HSI	Hispanic-Serving Institution
IB	International Baccalaureate

IE	Institute of the Environment
ILL	Interlibrary Loan
ISS	International Security Studies
IMOA	International Memorandums of Agreement
ISPP	International Studies Partnership Program
K-16	Kindergarten-Sixteenth Grade
K-12	Kindergarten-Twelfth Grade
LA	Latin America
LACS	Latin American and Caribbean Studies
LARCA	Latin American Resource Council of Arizona
LARRP	Latin Americanist Research Resources Project
LAS	Latin American Studies
LASSO	Latin American Studies Student Organization
LGBT	Lesbian, Gay, Bi-Sexual, and Transgender
LGBTQ	Lesbian, Gay, Bi-Sexual, Transgender, and Queer
MCCCD	Maricopa County Community College District
MDP	Master's in Development Practice
MLA	Modern Language Association
MSI	Minority-Serving Institution
NAFTA	North American Free Trade Agreement
NEH	National Endowment for the Humanities
NGO	Non-Governmental Organization
NIH	National Institutes of Health
NPR	National Public Radio
NRC	National Resource Center
NSEP	National Security Education Program
NSF	National Science Foundation
OCLC	Online Computer Library Center
OGI	Office of Global Initiatives
OPI	Oral Proficiency Interview
PA	Public Administration
PAH	Public and Applied Humanities
PBS	Public Broadcasting Service
PCC	Pima Community College
PI	Principal Investigator
PIMSA	Programa de Investigacion en Migracion Y Salud
RDI	Research, Discovery, and Innovation
RPCV	Returning Peace Corps Volunteers
SBS	College of Social and Behavioral Sciences
SBSRI	Social & Behavioral Sciences Research Institute
SGPP	School of Government and Public Policy
SLO	Student Learning Outcomes
S&P	Department of Spanish and Portuguese
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
SUSI	Study for the United States Institute

TA	Teaching Assistant
TELL	Technologically Enhanced Language Learning
T&I	Translation and Interpretation
TLS	Department of Teaching, Learning and Sociocultural Studies
TUSD	Tucson Unified School District
UA	University of Arizona
UAL	University of Arizona Libraries
UCLA	University of California, Los Angeles
UF	University of Florida
UISFL	Undergraduate International Studies and Foreign Language Program
UNAM	Universidad Nacional Autónoma de México
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNISON	Universidad de Sonora
UTEP	University of Texas at El Paso
UTEP CIBS	University of Texas at El Paso's Center for Inter-American and Border Studies
VPR	Vice President for Research
VR/AR	Virtual Reality/Augmented Reality
WEST	Western Regional Storage Trust

## **INTRODUCTION:**

The University of Arizona is one of the largest educational institutions in the Southwest. With a student body of 44,831 (35,123 undergrad, 9,708 graduate students) as of fall 2017, and faculty and staff numbering some 15,056, UA offers 129 undergraduate degree programs, 137 masters and 101 doctoral degrees, including professional degrees, in 19 colleges and 22 schools on 3 campuses. The size and diversity of the UA, as well as its new strategic plan to “create global citizens through broad access and mobility to global experiences and curriculum” by 2025, positions the CLAS to educate specialists on the Latin American region. With over 154 Latinamericanist faculty offering more than 396 area studies courses, including professional schools, and 110 language courses across the UA campus, an excellent record of research in Latin America (LA) and the Caribbean and a long history in a state that was part of Latin America less than two centuries ago, the UA is committed to support its LAS-related faculty and staff to ensure teaching, research, and outreach programs of the highest caliber.

The UA’s location near the US-Mexico border has encouraged quality initiatives along Mexico’s northern border related to economics, security, and migration, including the International Security Studies program, the Binational Migration Institute, the Center for Border and Global Journalism, the Confluentcenter Transfrontera Scholars Network, and Libraries Special Collections Documented Border Project. Its geographic location has also encouraged top-ranked studies and programs on arid lands, water resource management, and drought with significant research in northern Mexico, Chile, Brazil, and other drought-stricken areas in LA. The UA and CLAS faculty are also at the forefront of public debate on the most critical issues facing LA, contributing to the development of innovative policy solutions through our unique regional networks. CLAS has built an open and welcoming atmosphere to all students, faculty

and the public. Students feel safe openly discussing their views, whether they are Return Peace Corp Volunteers (RPCV), or Military Foreign Area Officers. Lively debates that show diverse perspectives are encouraged and respected, like those between an active duty border patrol MA student, and a Guatemalan MA student who interns with a local human rights NGO working with Central American migrants this past year.

## **A. PROGRAM PLANNING AND BUDGET.**

**A.1. Quality and Purpose.** CLAS' proposed NRC activities, organized around 4 goals, are of high quality and match Title VI objectives to create, strengthen, and manage comprehensive foreign language and area studies programs. With Title VI support, the initiatives below will complement existing and leveraged institutional support (Section B, Table B.1).

**Goal 1) Strengthen and Develop Sustained Collaborations with MSIs and Community Colleges to increase LAS curriculum content and heritage language resources.** With NRC support, CLAS will enhance its already strong record of collaboration with HSI CCs in Arizona (Cochise-CCC, Pima-PCC and Maricopa County Community College District of 10 distinct campuses-MCCC). CLAS will collaborate with NRC CMES, the UA LRC Center for Educational Resources in Language, Culture, and Literacy (CERCLL), and the new UA Center for Global and International Studies (CIGS) to internationalize curriculum including area studies and language instruction through the International Studies Partnership Program (ISPP) (see budget lines 56, 59). ISPP includes a variety of initiatives with community colleges including the organization of a Global Conference and Global Forum; CC Educators workshops (56, 59); encouraging partnerships with CC educators with UA faculty with LAS expertise to develop LAS and language curriculum; organizing a multicultural Film Series with LAS expert discussants (58); and support of the MCCC speaker's series (59). Outreach to CC faculty and

students will expand to the larger Tucson community through free public events, lectures, films and cultural celebrations open to local businesses, the Davis-Monthan air force base, non-profit organizations, and the general public. An important aspect of CLAS' collaboration with CCs is to formalize pathway articulation agreements with UA.

The second initiative is to work with a 4-year non-NRC MSI, the University of Texas at El Paso's (UTEP) Center for Inter-American and Border Studies (CIBS), to promote scholarship on public safety, violence, and security along Mexico's northern border. Activities will include 2 major Border Conferences on Public Safety and Security, one at the UA and one at UTEP. To prepare and give continuity to these conferences, CLAS will facilitate faculty and student exchanges and workshops between UA and UTEP in between conference years (55).

**Goal 2) Increase LAS curriculum and language content in collaboration with UA CoE, pre-service, and K-12 teachers.** With NRC support, CLAS will enhance its already strong record of collaboration in K-16 teacher training and outreach. The first initiative to internationalize teacher education programs, will be accomplished through collaboration with the UA CoE and CMES & CIGS to train pre-service teachers. CLAS and CMES outreach coordinators will work with faculty and graduate students in the CoE's Department of Teaching, Learning and Sociocultural Studies (TLS) to develop new curriculum with area studies content by conducting professional development workshops with both pre-service and K-12 teachers. In addition, we will further grow an international studies certificate for pre-service teachers who participate in a specified number of relevant classes, workshops, and institutes (5, 41) and will develop LAS content culture kits for the classroom (61). To strengthen LAS content and language pedagogy for K-12 educators, CLAS will organize internationalization of curriculum workshops (62). In collaboration with CERCLL, CLAS will provide scholarships for teachers to attend the UA's

Inter Cultural Competency Conference (60), and support for teacher training to introduce translation and interpreting into high school Spanish and Portuguese language curriculum, promoting critical and cross-cultural thinking and increasing efforts to engage the community of Portuguese and Spanish heritage speakers (10). In order to increase accessibility, CLAS will create and disseminate a digital database of lesson plans, workshop materials and other resources to state and nation-wide K-16 educators (31).

**Goal 3) Strengthen student's LA area studies proficiency, career training, and language learning opportunities.** With NRC support, CLAS will make 2 strategic hires of interdisciplinary tenure track faculty, a Health & Environment Social Scientist (12) and Indigenous Peoples, Law and Development specialist (13). We expect strong student demand for new courses among a growing number of LAS/health/human rights-related undergraduate majors and dual MA Public Health graduate students. These faculty will contribute to the development of two new MA dual degrees with the Masters in Development Practice (MDP) (35) and Environmental Sciences (ES) (36). We will also formalize the Brazil Studies Certificate started under a UISFL (2016-2018) grant; and launch new curriculum related to the recently created BA in Food Studies and MA in Human Rights, which includes courses on gender and religion (14, 37), as well as the Colombia Peace and Reconciliation Process (40).

CLAS will work closely with S&P in its commitment to improve language pedagogy training by developing new tools for teaching Portuguese and Spanish, with emphasis on heritage Spanish and Portuguese, and Portuguese for Spanish speakers. These include support for the comprehensive language assessment of the Portuguese Program, including the rewriting of student learning outcomes (SLO) for all Portuguese courses (9); development of new heritage Portuguese courses through the "Minority Dialects to the Portuguese Classroom," which will use



digital recording of Portuguese as a minority language along the Brazil-Uruguay border (16); and use of virtual reality (VR) to promote and extend teaching and research about LA through the Second Life VR Platform, and that incorporates virtual encounters expanding experiences beyond the physical space of the UA (11). In collaboration with CERCLL we will fund the “Multilingual Academic Corpus of Assignments” to create a digital resource and online platform where researchers and instructors have access to assignments produced by students of S&P (23). Finally, CLAS will dedicate 100% of academic year FLAS fellowships to Portuguese, which now ranks 13<sup>th</sup> on the list of the most taught languages in the U.S., is considered a preferred language by the National Security Education Program (NSEP) and is currently taught at US Army and US Air Force military academies. When awarding FLAS fellowships, CLAS will give preference to graduate and undergraduate students who demonstrate financial need and those that represent professional schools. Indigenous languages will be available for summer FLAS, based on student demand expressed through the application process.

To enhance international experiences for students, we propose the creation of a summer study abroad program in Bolivia (17); the strengthening of the well-recognized Guatemala semester-long program (AVANCSO) through the addition of health-related and indigenous human rights internship opportunities and development of an online course on Central American migration (39); the creation of a new course, *Sabores de Mexico*, with a spring break field visit to Oaxaca (73); and the Border Health Service Learning Institute, an engagement opportunity along Mexico’s northern border (22).

To strengthen curricular resources and expand its reach to non-traditional students, CLAS will increase course offerings through UA online including a new course based on the UA-produced Emmy Award winning PBS television series “In the Americas with David Yetman”

(38). CLAS will also provide seed money to develop projects that include online teaching, as well as the creation of virtual spaces, digital storytelling, and website development to enhance the production of knowledge and the dissemination of information for classroom use and outreach. Examples include, the “Virtual Borderlands Space at the UA” (74); “Children’s and Mothers’ Voices: Their Visual Journeys” (29); “Fishing at the Edge of Extinction: Vaquita Conservation in the Gulf of California, Mexico” (21, 75); “The Climate Alliance Mapping Project in Central America and the Amazon” (20); “Mujeres de las Américas,” pilot documentary on female journalists in Ciudad Juarez, Mexico (18, 71); and documentary filmmaking in LA workshops for faculty and students (19, 72).

To strengthen career training and placement opportunities we will offer a Professional Career Symposium to encourage government service or jobs in the educational, business and nonprofit sectors (52), expand internship opportunities domestically and abroad to provide valuable job skills for students, build mechanisms to improve tracking of post-graduation placement data, and create social networks for sharing career advice and opportunities.

**Goal 4: Promote Inter- and Intra-institutional Collaborations to Foster an Intellectual Community and Diverse Perspectives.** CLAS proposes to promote diverse perspectives in three different areas: media, human rights, and borders of the Americas. The first area, media, addresses the failure of U.S. mainstream media to provide in-depth coverage or diversity in opinions on many of the most critical current events in LA. CLAS will offer faculty seed grants to develop scholarly networks to respond to timely events by addressing inquiries from the media, general public and business communities, in addition to offering commentary and community forums. These networks will include scholars associated with interdisciplinary programs from across the U.S. and LA that represent diverse views across the political spectrum,

including: The Network for the Advancement of Brazilian Studies (spearheaded by UA CLAS in collaboration with the University of Michigan Center for Latin American and Caribbean Studies (LACS), San Diego State University's Brazil program, and the University of Oklahoma Department of International and Area Studies) (49); CLAS Border Security and Migration Network (involving the UA-UNAM Partnership, UTEP, and University of Sonora --UNISON) (55); Binational Climate Change Network (with UNISON and the Colegio de Sonora) (15); the "Academy of Security Analysis," which works with law enforcement, judicial courts, and civil society in Central America to address security and justice challenges; and "New Political Movements: analyzing agendas and leaders," which looks at movements across the entire region and political spectrum (with the Universidad Diego Portales, Chile) (45).

The second area, human rights, will be addressed in collaboration with the University of Florida (UF) through a workshop series titled "Conversations about Human Rights and Indigenous Politics in Latin America: Current issues and Future Directions," that will bring together Latin American and US-based scholars, organizations representing a variety of issues (e.g. business interests, environmental concerns, military and intelligence, and indigenous rights issues), and the Inter-American Court System (50). Under the UA-UNAM Consortium, CLAS will coordinate a speaker series, cultural events, and faculty and student exchanges centered around human security in Mexico and bi-national trade (51).

To address the third area, borders of the Americas, CLAS will provide support for conferences and workshops. These include "Border Crossings: from Mexico to Argentina" (42), "In Transit: Art and Migration" (43), and "Binational Water Governance" (44). In addition, CLAS and CMES will collaborate on 2 initiatives: International Law and Human Rights Lecture Series (54) and a Comparative Borders and Migration Conference (48).

**A.2. Plan.** As the above narrative illustrates, the proposed activities will contribute to a strengthened program in the areas of LAS and language teaching, community college and MSI partnerships, K-12 teacher training, interdisciplinary course development, scholarly networks of diverse perspectives, and outreach to media, government, business and community. The strategic planning guiding the timeline for implementation was based on 3 principles to optimize resources and personnel efficiency: (1) to draw on recognized scholarship and dedicated faculty/staff in each area; (2) to maximize resources by leveraging other assets and institutional support when possible; and (3) to build sustainable projects, like dual degree programs, online instruction, networks, and, through leveraged hires, long-term expertise in LA Health and Environment. CLAS proposed activity timeline and budget (Table A.1) pays careful attention to prioritizing the development of foundational activities to build upon in subsequent years.

**A.3. Cost.** The budget is reasonable and leverages funding to ensure the projects will be successful. The budget requested, at an average \$265,689 per year, with the largest concentration of funds allocated for addressing critical instruction needs, training, scholarship, evaluation, and enhancing dialogue and diverse perspectives on critical national policy issues. These projects were defined by CLAS core and affiliate faculty through an open call for proposals, a series of strategic planning meetings, in association with external reviewers, advisory board members, our partner NRC (CMES), LRC (CERCLL) & proposed NRC CIGS, and with the support of senior UA leadership.

**A.4. Impact.** By the end of the grant period, the funded activities will have lasting impacts on UA's undergraduate, graduate, and professional training programs. Project activities will increase course offerings in Portuguese, improve the quality of instruction through the enhancement of systematic evaluation, and provide new language teaching and testing materials.

<b>Table A.1: LAS Proposed Activity Timeline 2018-2022</b>					
<b>Activity</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Budget line</b>
<b>1: Strengthen and Develop Sustained Collaborations with MSIs and CCs</b>					
1a: Global Conference, Forum & Weekend workshops for CC educators	●	●	●	●	56, 59
1b. CC LAS area and Language Curriculum Development	●	●	●	●	57
1c. Multi-cultural film series	●	●	●	●	58
1d. Two Border Conferences on Public Safety and Security		●		●	55
<b>2: Increase LAS and language content in collab with CoE, pre-service, and K-12 teachers.</b>					
2a. Professional Development Workshops	●	●	●	●	62
2b. International Studies Certificate for pre-service teachers	●	●	●	●	5, 41
2c. LAS Content Culture Kits		●	●	●	61
2d. Intercultural Competency Conference		●	●	●	60
2e. Translation and interpreting S&P training for high school teachers	●	●	●	●	10
2f. Digital Database of K-12 educators resources	●	●			31
<b>3: Strengthen student's area studies proficiency, career training, and language learning opp.</b>					
3a. Two Strategic hires		●		●	12, 13
3b. New Dual Masters degrees with MDP and Environmental Sciences		●		●	35, 36
3c. Formalization of Brazil Studies Certificate			●		N/A
3d. Development of new Curriculum	●	●	●		14, 37, 40
3e. Language Assessment of Portuguese Program					9
3f. "Minority Dialects in the Portuguese Classroom"			●		16
3g. Virtual Reality for Language Learning			●	●	11
3h. Multilingual Academic Corpus of Assignments			●		23
3i. Summer Study Abroad in Bolivia			●		17
3j. Strengthening Guatemala Study Abroad		●		●	39
3k. Creation of Sabores de Mexico Course	●	●	●	●	73
3l. Border Health Service Learning Institute		●		●	22
3m. "In the Americas with David Yetman" online course	●	●	●	●	38
3n. "Virtual Borderlands Space at the UA"					74
3o. "Children's and Mother's Voices: Their Visual Journeys"			●		29
3p. "Fishing at the Edge of Extinction"		●	●	●	21, 75
3q. "Climate Alliance Mapping Project: Mexico, CA, & Amazon"			●	●	20
3s. "Mujeres de las Americas" pilot documentary		●		●	18, 71
3t. Documentary Filmmaking in Latin America Workshops		●	●	●	19, 72
3t.. Professional Career Symposium	●	●	●	●	52
<b>4: Promote Institutional Collabs. to Foster an Intellectual Community and Diverse Perspectives.</b>					
4a. The Network for the Advancement of Brazilian Studies		●		●	49
4b. CLAS Border Security and Migration Network		●	●	●	55
4c. Binational Climate Change Network		●		●	15
4d. "The Academy of Security Analysis"			●	●	46
4e. "New Political Movements: Analyzing Agendas and Leaders"			●		45
4f. "Conversations about Human Rights & Indigenous Politics in LA"	●	●	●	●	50
4g. UA-UNAM Consortium		●		●	51
4h. "Border Crossings: From Mexico to Argentina" Conference		●			42
4i. "In Transit: Art and Migration" Exhibit			●		43
4j. Binational Water Governance Workshop		●			44
4k. Int'l Human Rights Lecture Series				●	54
4i. Comparative Borders and Migration Conference			●		48
Key: ● = evaluation to take place. Shaded = years activity taking place					

Course offerings in area studies will also increase, particularly in areas of health and environment, as well as indigenous peoples and law, with the 2 leveraged hires. Collaboration with CoE will result in institutionalized mechanisms for pre and in-service teacher training. Partnerships with community colleges and MSIs will develop faculty and area studies knowledge outside of UA and generate a pipeline of students through transfer agreements. UA students will increase LA competencies through study and internships abroad with an emphasis on providing opportunities for underrepresented students and disciplines (STEM, Health, and Environmental Sciences). Technology will enhance and develop curricular resources, making them more accessible to a wider population.

## **B. QUALITY OF STAFF RESOURCES**

### **B.1. Qualifications.** As Table B.1 and Appendix 1

demonstrate, CLAS is fortunate to have many

distinguished scholars who are also dedicated

teachers and administrators. Our faculty include 27

Fulbright scholars, 3 MacArthur fellows, 1 elected

Fellow to the American Academy of Arts and

Sciences, 3 National Academy of Science Fellows, and 1 National Art Education Association

Distinguished Fellow. Former CLAS Director Diana Liverman (School of Geography and

Development) received the Nobel Prize in 2007. Katharine Jacobs (Soil, Water and

Environmental Science) was the Director of the National Climate Assessment and Assistant

Director, Office of Science and Technology Policy, Executive Office of the President (2009–

2013). Former CLAS interim director, William Beezley, was named to the UNESCO-University

World Heritage Centre Board and received the Ohtli Award (2017), the highest recognition

<b>Table B.1: CLAS Core and Affiliate Faculty Highlights and Awards 14-18</b>	
<b>Distinction</b>	<b>#</b>
Leadership Positions at UA	18
Faculty with 100% time on LA content	29
Publications (peer-reviewed)	505
Awards and Recognitions	166
Grants	65
Fellowships	110
Nobel Peace Prize	1
Lifetime Achievement Awards	6
Dist. Faculty, Teaching & Mentoring	19

granted by the Mexican government outside of Mexico. Diane Austin (Anth) served on the Federal Advisory Committee to the President and Congress on the U.S.-Mexico Border Environment (2013); MacArthur Genius awardee Gary Nabhan (Southwest Center) received a Lifetime Achievement Award from the Society for Conservation Biology and is the W.K. Kellogg Endowed chair in Sustainable Food Systems. CLAS core faculty have also received important recognitions. Highlights include Elizabeth Oglesby, Gilbert White Public Service Honors from the Association of American Geographers (2015), she has served a key expert witness in the Guatemala genocide trial in 2013 and 2018, and was recently selected by the Latin American Studies Association (LASA) as their human rights representative; Marcela Vásquez-León is been PI of the US Department of Education SUSI program for Latin American Indigenous Student Leaders, bringing over \$4,000,000 to the UA; and Margaret Wilder, appointed to the EPA's Good Neighbor Environmental Board (2015-2018), advisory to the President and Congress on border environment issues.

CLAS' Director Marcela Vásquez-León (50% administrative) is an environmental anthropologist. She was hired as CLAS' director in 2016 through an internal search and reports to the Dean of the College of SBS and is assisted by a full-time Assistant Director, Colin Deeds (70% administrative, including undergraduate/ graduate student advising, internship coordination, and community colleges collaboration). He is a modern Mexico historian who holds an MA in LAS and is a PhD candidate in History. CLAS has enjoyed remarkable growth since 2016, when the core of Center-based tenure track faculty went from 1.25 FTE to 4.25 FTE, plus one full-time adjunct and a postdoc teaching position. In addition to the admin team (who both teach and advise students), CLAS has 5 core tenure or tenure track faculty and one adjunct. As shown in Table B.2, CLAS core faculty represent diverse academic disciplines and regions.

Having faculty lines allocated to the Center gives it the flexibility to negotiate joint appointments that best enhance Center priorities. Faculty growth has led to an increase since 2014 in LAS numbered undergraduate courses (from 22 to 31) and graduate courses (from 16 to

23) as well as an increase in student mentoring, grants, and outreach capabilities.

Table B.2 CLAS Core Faculty and Staff			
Faculty	Dis.	Expertise	% CLAS
Marcela Vásquez-León	ANTH	LA-environment/ development	100
Antonio B. da Silva	ANTH	Brazil-race/ democracy	100
Susan Brewer Osorio	POL	Andean Region-social movements	100
Elizabeth Oglesby	GEOG	Central America-human rights	75-GEOG
Jennifer Cyr	POL	South Cone/Venezuela-democracy	25-GEOG
Margaret Wilder	GEOG	Mexico, Border-environment	25-POL

In addition to the faculty and assistant director, CLAS has 3 staff members who are bilingual (Spanish/English) or trilingual (with Portuguese). Senior business manager, Julieta Gomez, holds a BA in business administration. Clea Conlin is program and outreach coordinator (half-time) and undergraduate academic coordinator (half-time) and holds a BA in LAS and an MA in Mexican History. Undergraduate advisor Kathryn Gallien (half-time shared with History) has a PhD in Latin American history. Three part-time students staff the receptionist desk and provide administrative support, while receiving on-the-job training.

UA provides extensive professional development and travel opportunities for faculty and staff. The UA supports a junior faculty development leave of one-semester; the UA Vice President for Research (VPR), the SBS Research Institute (SBSRI) and CLAS offer travel funds to attend professional meetings. SBSRI also gives summer grant-writing workshops and provides course releases for faculty research as well as faculty seed grants. Vásquez-León is currently UA fellow of the Academic Leadership institute, a UA initiative to enhance and diversify the UA's leadership capacity among faculty. Oglesby is currently a fellow of the Op Ed project to get the voices of female faculty and scientists onto the national stage. For staff development, UA offers



classes and courses in job-related skills and management development. Our business manager and program coordinator have received training through Human Resources and Financial Records Systems (reporting, accounting, payroll and procurement) and Sponsored Projects (grant application and reporting). The UA and SBS also offers staff monthly professional development workshops. Staff are encouraged to pursue additional higher education degrees at the UA and receive 90% reduction in the cost of tuition.

Of the 154 CLAS affiliated faculty, 29 spend 100% of their time teaching, conducting research and advising students on LA content; 56 are full professors, 40 are associate, 22 assistant and 4 emeritus. CLAS core faculty devote 40% of their time to teaching and at least 10% to advising and supervising, with the remaining time devoted to research and service. A faculty mentor is assigned to each CLAS graduate student upon enrollment; each faculty member mentors at least 2 students per year, in addition to service on student committees. MA students select 3 member committees from core and affiliated faculty, and PhD minors select at least 1 CLAS faculty member.

**B.2. Oversight.** The Director of CLAS works closely with a 14 member Advisory Committee representing 5 colleges, 4 professional schools (journalism, public health, public administration and law), and 1 LAS dedicated library staff. The committee has a graduate and undergraduate representative and its members are very diverse in terms of rank, ethnic background, and gender. The Advisory Committee guides CLAS programming and policy, reviews changes to the curriculum, advises on grant proposals, suggests new initiatives and plays a key role in the Academic Program Review (APR), the last of which was conducted in in 2014-15. In response to the APR, CLAS organized a university-wide retreat, attended by more than 50 affiliated faculty from across campus, as well as SBS administrators. The retreat led to a substantial increase in

administrative support. The core faculty and staff are involved in the planning and oversight of all curricula, outreach and management activities of the Center.

**B.3. Non-discriminatory practices.** The UA Office of Institutional Equity policy provides for “equal employment opportunity without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information.” Equal opportunity policies detail student, employee, and supervisor rights and responsibilities in Spanish and English. CLAS follows UA EOAA employer policies by actively recruiting minority applicants to faculty and staff positions. Of the 10 core faculty and staff members, 8 are female, 4 are Hispanic, 1 is black, 1 is LGBT, 1 is physically disabled, and 4 are over the age of 50. CLAS has consulted with the UA President’s Special Advisor on Diversity & Inclusion and the Office of Institutional Equity to assure that CLAS procedures attract application from traditionally underrepresented groups (see GEPA and Diverse Perspectives Statement).

## **C. IMPACT AND EVALUATION**

**C.1.: University Impact.** The impact of CLAS in the field of LAS is noted in the 2015 external review, which found that “CLAS is operating at an amazingly high level, especially considering the relatively scarce resources at its disposal. It remains one of the top Centers for Latin American Studies in the country, a reputation and presence that not only directly enhances a wide range of units on campus, but the UA as a whole.” In the past 2 years since then, support for CLAS from central administration almost doubled (see section D) and for this particular grant cycle, CLAS has secured \$1.3 million in institutional support over the course of the four years, including two leveraged faculty lines. Table C.1 summarizes the numbers of students and faculty who directly benefit from CLAS activities.

Under the leadership of UA President Robert Robbins and the faculty senate, CLAS is playing a central role in internationalizing UA's curriculum. In this sense, it has aligned LA with the strategic priorities identified by

<b>Table C.1: UA Students and Faculty that Benefit from CLAS Programs, 2016-2017</b>	
LAS & language undergraduate enrollments	23,093
Undergrads with 15+ LAS credits	260
Undergrads completing LAS minor	131
Grad students completing LAS MA	31
% Grad who complete LAS theses or diss.	85%
Total # of outreach events	114
% of outreach events with UISFL funding	20%
# of International Linkage Agreements	42
# of faculty funded to present in LAS confs.	25

UA for the coming years. Highlights of campus impacts include: (1) the hiring, over the last four years, of 25 new faculty whose research focuses on LA, including two full lines in CLAS (Da Silva & Brewer-Osorio), (2) new agreements signed with CONACYT and CAPES with the UA as a prioritized institution for funded students from Mexico and Brazil, (3) the increase of student enrollments in LA focused courses by 20% in the last 5 years (~23,000 total enrollment) and language (~13,000) courses, (4) over 300 current LAS majors, certificate, MA and PhD students studying or doing research on LA, and (5) institutional support from the UA for major grants focused on LA including those from the Ford Foundation, NOA, NSF, NSEP, NEH, and the Americas Foundation, (6) the establishment of the UNAM headquarters in Tucson as part of a UA-UNAM agreement, (7) the establishment of an office in Mexico City to expand its scholarly reach in Mexico and Central America, and (8) 2 UA micro-campus in LA.

Previous Title VI NRC-FLAS (2000-2003, 2004-2006, 2010-2014) and UISFL (2016-2018) grants have had a lasting and meaningful impact on campus. CLAS Title VI-leveraged hires have developed 6 general education courses, introducing 700 freshmen to the study of LA each year. CLAS launched a UISFL-sponsored Brazil Studies and Portuguese language program with 3 new area studies courses, 2 new online Portuguese courses, an immersion internship experience for undergraduates abroad, and a scholarly network for media and outreach requests. Additionally, new LA content classes in Ecology, Economics, Geography, Law, and

Planning/Public Policy became part of UA's core curriculum. UA Portuguese enrollments tripled to more than 340 students a year. The recruitment of grad students with interests in LA indicates that programs in Anthropology, Art, Geography, History, Political Science, Journalism, Public Health, Public Administration, Law and S&P utilize the reputation and resources of CLAS. This reputation is evident, as noted in the 2015 external APR of CLAS "the Center thrives as a focal point of intellectual activity and practical engagement on campus," trains MA students who "produce near Ph.D.-level theses," and provides "a stream of students steeped in interdisciplinary training essential to the success of many other graduate programs on campus." Likewise, the committee was "impressed by the quality of the undergraduate program and by the degree of student enthusiasm for the major." In the last 4 years, CLAS funded over 111 graduate students to conduct pilot research in LA. CLAS travel grants are pivotal in helping graduate students win Fulbright, NSEP, NSF, and NEH grants. During the past FLAS cycle, the UA provided 18 tuition waivers and has committed to provide 20 in the 2018-2021 cycle.

As stated by external reviewers, a notable strength of CLAS is "the truly remarkable range of outreach activities that have been so central to the vibrancy of CLAS. The accrual of outreach experiences and positive community perceptions of CLAS over the past decades are assets that should be preserved." CLAS activities have generated much enthusiasm and have had a significant impact on the community and region (See Section I, Table I.1). CLAS co-sponsors numerous events, including lectures (~8000 attendees/yr) and cultural activities (~20,000 attendees/yr). We have developed successful K-16 and business outreach programs that now involve about 200 teachers and 3,000 others, including state and local government officials) through participation in events, newsletters, list-serves and materials distribution.

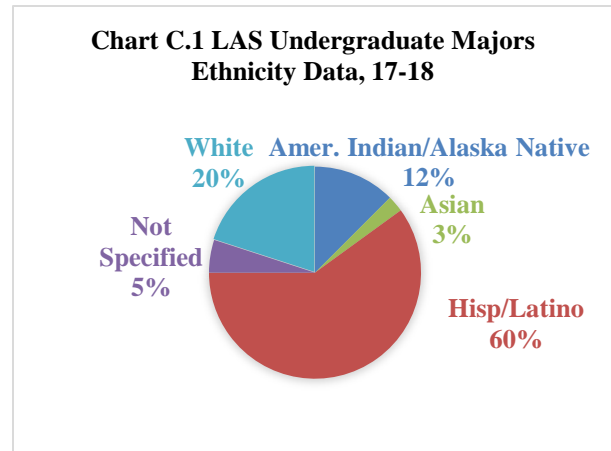
CLAS collaborates with the Office of the Governor, the Arizona-Mexico Commission,

the State Department of Commerce, and other major community groups such as the Mexican Cultural Center, Fundación Mexico, Hispanic Chamber of Commerce, and UA Economic Development units, by co-sponsoring events, conducting joint research and providing economic development assessment. LAS scholars achieve a national impact through their publications, service on editorial boards and in professional organizations, advice to governments, contributions to media outlets, participation in non-profits, and services in the private sector. The biographical data in Appendix I lists 65 recent books, 440 journal articles, and 12 book series published by CLAS faculty. CLAS affiliated faculty have been sought out by national and international media, including *The New York Times*, *The Economist*, AP, Reuters, *Financial Times*, ABC, CNN, and *Science* magazine, amongst others.

CLAS impacts the international level in myriad ways, with the Study for the United States Institute (SUSI) being the prime example. This State Department program has brought over \$4 million in funding to campus, along with over 400 Latin American student leaders. The SUSI alumni network spans the entire continent, opening doors for UA faculty and student collaboration in government, non-profit and educational sectors. Through the online Political Innovation Academy, CLAS has helped train over 150 community leaders in Argentina, Brazil, Chile, Mexico & Peru, who work with government and private sector counterparts in the US.

As an HSI, the UA and CLAS strongly encourages members of under-represented groups to participate in its educational and outreach programs. UA facilities conform to ADA regulations. Located in a premier retirement state, the UA assures elder access to programs and facilities. Each year, UA offers at least 12 extended university and adult learner courses focused on Mexico, and 7 LA-focused distance-learning courses. LAS courses and majors attract a high proportion of undergraduate Hispanic and female students (60% Hispanic class in 2017-2018)

mentored by our diverse faculty and staff (see Chart C.1). Additionally, CLAS is dedicated to creating diverse and accessible programs for non-traditional students. Since 2016, we have transformed over 50% of our core courses into online, hybrid and 7-week courses. We retain older and minority students



in our graduate programs through advising, flexibility and financial aid. CLAS offers annual workshops and proposal development assistance for students interested in competing for research and study awards.

**C.2. Evaluation Plan.** CLAS is dedicated to program evaluation, reporting and improvement, illustrated by UA’s strong record in providing resources and support for such activities. NRC funds will be dedicated to strengthening evaluation strategies and assessing the impact of CLAS’ program, overseen by Dr. Allison Titcomb, an external evaluation specialist. Dr. Titcomb has over 30 years of experience in program and evaluation planning, design and implementation, with NSF/NASA/NIH/USDOE and other federal and state-funded projects. She has provided technical assistance consultation for a variety of education programs including state-wide, multi-site, multi-method evaluations covering a broad diversity of multi-cultural program participants. Her training and expertise in evaluation and research methods include design of questionnaires, surveys, focus group and interview protocols, statistical analysis and interpretation, as well as organizational development and coaching.

CLAS’ evaluation program for 2018-2022 (Table A.1) seeks to use systematically collected and transparent evaluation data to enhance planning, dissemination, and administration

of CLAS initiatives; to document and monitor the impact of those initiatives at various levels (within the UA, with community partners and the general public); and to determine the effectiveness of CLAS programs in meeting Title VI standards. Dr. Titcomb will assist CLAS faculty and staff to assure reliability and appropriateness of methods and use of results to improve programs. Dr. Titcomb's main role will be as consultant and advisor. CLAS staff will document and collect data related to course development, enrollment, workshop attendance and other related performance measures. Dr. Titcomb will assist with review, revision and creation of surveys and protocols. Meetings with project staff and faculty will include annual reflection discussions focused on patterns and evidence of successes and challenges and adaptive actions to strengthen project goals and performance.

The specific goals, objectives, and outcomes described in the PMF (Appendix IV) constitute the main targets and organizing themes, focus and scope for the CLAS evaluation. *Key deliverables* include: a detailed evaluation plan (updated annually), annual progress reports focusing on results of the formative evaluation process (e.g., implementation of the main components, progress on performance measures and activities) and a final summative report describing the effectiveness of the components and the success of the project in meeting its larger goals.

The results of the annual reflection assessment will be used each year to improve the program in the following year and to create highlights of the successes and learning to share with other projects. Key questions for the outcome (summative) evaluation include the following: *What evidence exists that the program achieved its goals and objectives? What other changes occurred that were not anticipated at the onset of the grant? What evidence exists that*

*the long-term goals (beyond the scope of this project) may be achieved? What elements of the project are likely to be sustained past the grant period?*

The overall design of the evaluation includes a *mixed-method approach*, with both *quantitative* and *qualitative* data. Methods/Tools for CLAS evaluation data collection (finalized in the first year of the grant prior to the first workshops) will include the following: 1) interviews and focus groups (e.g., staff members, faculty/teachers, students) for selected workshops and networks; 2) questionnaires and surveys (online or hard copy, depending on audience and topic needs; examples include pre and post surveys of workshops; modification of existing surveys and design of new survey questions); and 3) reviews of documents (e.g., attendance records for workshops, enrollment reports, student course evaluations, teacher curriculum outlines, student and teacher journals, outreach/community engagement documents, exhibits and websites).

In addition to the program specific evaluation efforts, CLAS operations, courses and activities are evaluated through regular UA-mandated faculty and staff performance reviews. CLAS undergraduate curriculum committee and academic coordinator assess course reviews and make improvements as necessary. Teaching quality at UA is measured through teaching evaluations and pre and post-tenure performance reviews. ABOR mandates that units ensure that more than 80% of freshmen courses are taught by ranked faculty, including writing-intensive courses and small colloquia. CLAS has implemented rigorous student outcomes assessments that include measures of language and writing proficiency, preparation in 3 disciplinary approaches to LA, and basic knowledge of the culture, society and economy of the region. The CLAS Senior Capstone measures student outcomes through surveys, feedback sessions, and rubric-graded student portfolios. CLAS is using Qualtrics to administer exit surveys to graduating students and is utilizing various social media platforms to track placements for graduates. Every 5-7 years,



UA programs undergo rigorous reviews that involve the evaluation by deans and provosts of quantitative data on student scores, graduation rates, graduate placement, sponsored projects, faculty productivity, space utilization, and attendance at outreach activities and budget. CLAS' 2015 APR produced extensive recommendations and resulted in new institutional commitments to LAS. CLAS will complete another APR in 2021 that will include a thorough review of the 2017-2018 UISFL and the proposed 2018 NRC/FLAS.

Based on suggestions from the 2015 APR, faculty surveys, and student outcome assessments, CLAS restructured and streamlined the BA program. With more faculty and predictable course schedules, students are now able to plan courses accordingly, take multiple required LAS courses each semester, and use Study Abroad units from CLAS programs to complete the mandatory immersion/engagement experience and 5<sup>th</sup> semester language requirement. CLAS uses evaluation data to systematically create new courses and hiring plans based on student needs. K-16 and pre-service teachers receive evaluations and surveys after every training and workshop. Their feedback allows CLAS to produce curricular materials that are in line with AZ standards and are relevant to the teachers served.

CLAS will consult with Dr. Titcomb in order to revise its monitoring system to include more information on training needs, alumni placement, and the multiplier effects of events. CLAS has established clear, quantifiable goals and objectives that are both realistic and have a high likelihood of success. CLAS faculty, staff and students are committed to fulfilling all grant reporting requirements and providing thoughtful feedback for program improvement.

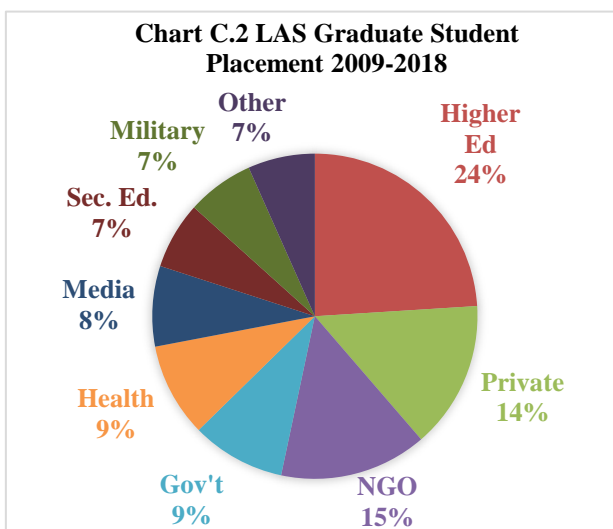
**C.3. National needs:** CLAS contributes to national needs by generating first-class scholarship, training and teaching, and by supporting faculty and graduate students grappling with important national issues. The proposed goals outlined in Section A attest to the importance of these topics

for the Center faculty and graduate students. The Center's robust outreach program will play a critical role in disseminating information to the public via a new web platform. UA faculty are frequent contributors to national print and radio forums on international affairs (See National Needs Statement).

**C.4. Student Placement:** Since 2010 UA students have produced over 200 dissertations and theses on Latin American themes and more than 300 BA majors, and 60 MA degrees in LAS have been awarded. Nearly half of all LAS MA's now move on to graduate and professional

degrees within 3 years of graduating and two recently received highly competitive NSF graduate fellowships. Chart C.2 summarizes LAS graduate student placement, showing the diversity of career paths followed after graduation. CLAS undergraduate alumni include high school teachers, community college instructors, educational administrators/advisors, journalists or writers, non-profit employees, professionals with Law or Business degrees, business professionals, and

government employees, including twelve career military officers. Each year we invite a sample of alumni to return and speak at the CLAS careers fairs. Nearly 85% of UA MA students complete a thesis and many complete doctoral programs before assuming faculty positions to teach LA area or language courses. Departments such as S&P, Anthropology, History and Geography have placed more than 75 Latin American specialists in faculty positions in the last 5 years. At least 6 past FLAS fellows are now in government employment; 2 teach languages at



West Point, while others work in academic settings and the legal profession. CLAS will utilize its new web platform, as well as social media, to better track student's placement data.

#### **D. COMMITMENT TO THE SUBJECT AREA**

UA invests around \$18 million per year (2016-2017) in funds to support Latin American regional studies (see Table D.1). For this particular grant cycle, CLAS has secured \$1.3 million in institutional support over the course of the four years. This includes a total of \$400,000 in central strategic investment funds from the UA's Office of the VPR and the Office of Global Initiatives (OGI), the UA Research and Development Institute (RDI), the colleges of Education, and Humanities, as well as several departments across the University. This also includes \$705,272 from the SBS in salaries and fringe benefits for Center staff and faculty lines.

Despite a series of major university budget cuts across the board, UA higher administration funded two new full faculty lines in CLAS in 2017 alone. It also moved the Center to a newer, centrally located and larger space, with access to classrooms and an area for events. Within the past 4 years, SBS has increasingly centralized support, including a dedicated development officer and undergraduate advisor to CLAS, and providing marketing and tech support services. Table D.1 summarizes UA institutional support (2016-2017), including instructional salaries for CLAS' 154 affiliated faculty and adjuncts (adjusting for the percentage devoted to Area Studies and Language teaching, including fringe benefits), investment in library resources

<b>Table D.1 UA Institutional Support Summary, 2016-2017</b>	
<b>Financial Support</b>	<b>Amount</b>
<b>CLAS Operations</b>	
Faculty and administrative personnel salaries	\$705,272
Operating funds	\$17,300
Contracts, grants, gifts, endowment	\$724,000
<b>Teaching Staff Salaries</b>	
CLAS affiliated faculty	\$7,294,989
Adjuncts and Language instructors	\$3,515,496
<b>Library Resources</b>	
Library acquisitions	\$148,000
Library staff salaries	\$67,017
<b>Financial Support to Students</b>	
Grad. student stipends, tuition, Teaching Assistantships & research grants	\$2,931,900
Undergraduate student scholarships	\$38,000
<b>Total Institutional Financial Support</b>	<b>\$17,956,974</b>

and staff, financial support for graduate and undergraduate students, and support from private (three endowed donations, one of which is dedicated to study abroad scholarships for undergraduate Hispanic students) and extramural sources. These include Tinker Foundation, U.S. State Department SUSI, and UISFL Brazil Grant (with additional \$50,000 in UA matching funds per grant year).

In the last 4 years, at least 25 of CLAS faculty affiliates have been hired in new positions or to replace retired faculty. Appendix I shows that faculty with LAS teaching interests reside throughout the UA, representing 54 academic and professional schools, departments, centers and research institutes. Since 2015 faculty have generated \$18,672,031 for collaborative research and linkages with institutions in LA. The depth and range of UA faculty collaboration with Latin American colleagues and institutions are highlighted by 42 active research/teaching agreements with Latin American and representing 8 colleges (Engineering, Pharmacy, Public Health, Medicine, architecture, sciences, humanities and social sciences). Since 2015, the UA has matched over 225 CONACYT fellowships from Mexico and has hosted over 100 Brazilian scholars through the CAPES program, providing tuition scholarships, assistantships and awards valued at \$1.8 million for outstanding CONACYT graduate students and over \$90,000 to outstanding CAPES graduate students at the UA.

Additionally, the UA provides up to 40 tuition waivers (worth \$320,000) to students from the state of Sonora, Mexico. The UA is also the base for CONAHEC, a major coordinator for university collaboration with LA, providing unusual access to exchanges, information, and funding opportunities. CLAS has been a key collaborator of the UA-UNAM Consortium; its director, Scott Whiteford, is CLAS' former director and emeritus faculty. This collaboration

presents an ideal opportunity to facilitate student and faculty exchanges around the themes of human security and bi-national trade.

As detailed in Section I, CLAS boasts a vibrant K-12 educator outreach program, a resource library and dozens of curriculum guides. CLAS works with many campus and community groups to offer public programming, media and business outreach, hosting 114 events in 2016-2017. During this time CLAS was able to increase outreach activities by 20% with funding from the UISFL Brazil grant. CLAS' new space has allowed it to create an open and welcoming atmosphere to host over 30 events drawing over 500 people in the past year.

Currently, over 200 UA graduate students from disciplines across campus are committed to the study of LA. Graduate Assistantships (GA), tuition waivers, or a combination of both, fund 85% of these students (Table D.1). S&P alone provides around 75 Teaching GAs per year. From 2014-2018 UA sent 80 graduate students to LA with Tinker fellowships with matching support of \$80,000 from the university. All of CLAS' graduate students receive financial aid, ranging from a stipend of at least \$2,000, a full tuition waiver for out of state students (valued at \$25,000), or a GA (6 per year, a \$15,000 stipend plus tuition and health insurance). On average, an additional 5 non-resident MA students receive in-state tuition awards from the administration. Students who pursue dual MA degrees with Law, Journalism, Public Health, and Public Administration also receive assistantships. The UA is the second largest cohort destination of RPCV in the country, every year at least 2 CLAS students receive Coverdell Graduate Assistantships. Fellowship funding allows CLAS to offer undergraduate students an average of \$150,000 per year. This includes research funds from the Honors College and the McNair Scholarships for undergraduate research support, the Magellan Scholarships, Confluence Center, SBS, and CLAS funding from private endowments.

## E. STRENGTH OF LIBRARY:

**E.1. Holdings.** The UAL, which include the Arizona Health Sciences and Law Libraries, represent the largest in the Intermountain region and the second largest, after UCLA, in the Southwest, for a total of 7,500,000 volumes. The use of library collections and services, including online and digital collections, circulation, interlibrary loan, and desktop-delivered services, are all components of a library integrated into the instructional program and dedicated to enhanced learning and research for students and faculty. The LAS collections of the UAL are unparalleled in the region, totaling 575,192 volumes with regional strengths in Mexico, the U.S.-Mexico Border, Brazil, Argentina, and Central America (Table E.1).

Since 2013, the UAL added 12,112 volumes in Spanish to its LAS collection and 3,539 volumes in Portuguese, plus 3,878 volumes on Mexico, 469 on Argentina, and 2,803 on Brazil. UAL has over 1,500 films covering a wide range of subject areas

Table E.1.: Library Total Holdings			
	UAL	Since 2013-14	Growth
Volumes	575,192	28,165	5%
Spanish	296,982	12,112	4%
Portuguese	49,033	3,539	8%
Mexico	80,505	3,878	5%
Brazil	37,987	2,803	8%
Argentina	46,269	469	1%
Ebooks	64,416	5,364	9%

in LAS. UAL has exceptional library strengths in the U.S.-Mexico border and has been a member of the ARL Distributed Resources Project since its conception, specializing in Mexican Art. UA's Health Sciences collection includes books, journals, and videos on border health. The Arizona-Sonora Documents Online provides web access to digital images of archival collections relating to Sonora, Mexico that are located at three Arizona repositories: the UAL Special Collections; the Arizona Historical Society-Tucson; and the Arizona State Library, Archives, and Public Records.

UAL Special Collections is home to one of the nation's finest collections on the U.S.-Mexico borderlands. A collaboration between librarians in the UA Libraries and Special

Collections resulted in the *Historic Mexican & Mexican American Press*, a digitized collection of regionally significant newspapers from the mid-1800s through the early 2000s. It has also sponsored such events as *The Documented Border* (2014), which included a lecture series given by faculty and several distinguished journalists, as well as an exhibition and open access digital repository. UAL Special Collections and CLAS co-sponsored a student research symposium, *Reporting in the U.S.-Mexico Borderlands* (2016), which featured multimedia reporting projects that examined life along Mexico's northern borders using drone footage and 360° videos.

The UA Press, which is part of UAL, is a prominent publisher of scholarly books in LAS. UA Press LA specialties include Indigenous Studies, archaeology, and environmental history. The UA also houses the Arizona State Museum Library, with over 90,000 volumes, many of which are rare titles, on the archaeology and ethnohistory of the southwestern U.S., northwest Mexico, and Mesoamerica.

The acquisition budget for LAS materials is substantial at over \$320,000 in the last 5 years (Table E.2). Financial

support for other resources that

support LAS include full-text

databases such as Access World

News, JSTOR, Lexis-Nexis,

Oxford University Press, ProQuest, Science Direct, and Social Science Citation Index. The UAL are building the digital library, with staff and collection dollars redirected to digital collections and services. 25% of the monographic and 98% of the serials collections are available online.

The UAL system has spent over \$420,000 on significant electronic databases and other electronic resources for LAS (Table E.3). Recent acquisitions include *Latin America in Video*, a

Table E.2: LAS Acquisition Expenditures since 2013					
Region	2013-14	2014-15	2015-16	2016-17	2014-17
Brazil	\$16,472	\$16,482	\$8,606	\$24,036	\$65,597
Mexico	\$30,116	\$29,879	\$18,504	\$6,359	\$84,858
C. America	\$15,030	\$16,290	\$16,290	\$15,198	\$62,807
Borderlands	\$7,318	\$5,171	\$5,661	\$2,524	\$20,674
LA	\$14,988	\$13,240	\$15,468	\$9,332	\$53,028
Mex. Art	\$9,035	\$10,077	\$8,858	\$8,139	\$36,109
<b>Totals</b>	<b>\$92,960</b>	<b>\$91,138</b>	<b>\$73,387</b>	<b>\$65,588</b>	<b>\$323,073</b>

collection of online streaming videos of documentaries from independent Latin American filmmakers, featuring cultural identity, political history, human rights, popular culture, agribusiness, education, and religion. Staffing for the LAS collection is sourced through several departments in the library, including collection management, special collections, and research and learning support. UAL spent \$67,017, including fringe benefits, on LAS library collection staff in 2016-17.

In Fall 2014, Innovate UA, the College of Humanities, and UAL partnered to create a prototype co-working and makerspace in the

<b>Table E.3: Database Expenditures in Support of LAS</b>					
<b>Database</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2014-17</b>
Hispanic American Periodicals Index	\$1,750	\$1,850	\$1,950	\$1,950	\$7,500
Hemeroteca digital Ch	\$3,000	\$3,000	\$3,000	\$3,015	\$12,015
LA Newsstand	\$6,337	\$6,654	\$6,986	\$7,336	\$27,312
Prisma	\$4,525	\$4,850	\$4,947	\$5,194	\$19,516
Women Writers	\$250	\$250	\$250	\$250	\$1,000
FBISLA Rep.	\$545	\$595	\$615	\$635	\$2,390
LA News CRL	\$225	\$225	\$225	\$225	\$900
Hispanic Newspapers	\$1,060	\$1,160	\$1,195	\$1,230	\$4,645
Arte Publico Latino	\$625	\$1,570	\$1,830	\$1,571	\$5,596
eBooks	\$22,560	\$22,560	\$22,560	\$22,560	\$90,240
Other	\$59,391	\$61,865	\$64,443	\$67,128	\$252,827
<b>TOTALS</b>	<b>\$100,267</b>	<b>\$104,579</b>	<b>\$108,001</b>	<b>\$111,094</b>	<b>\$423,941</b>

Science-Engineering Library called the iSpace. This proof of concept project has been expanded over time to determine the best methods for developing a full-scale, campus-wide, multidisciplinary co-working and makerspace with plans to renovate our existing space and expand the iSpace with new facilities within the next few years. By fostering open learning spaces, the UA Libraries have delivered a number of innovative programs to the campus at large including Research Bazaar, the VR/AR Summit, and the Women Techmakers Tucson Hackathon. By partnering with teaching faculty, student groups, and colleges on campus, the UAL have applied for grants to teach methods of digital scholarship, explore virtual reality, and bring the power of data visualization to the forefront of our campus, LAS programs and local community.



**E.2. Cooperative Arrangements.** Cooperative arrangements with other libraries and online databases provide access to externally available materials through interlibrary loan and document delivery services, facilitated by affiliation to the Center for Research Libraries, HathiTrust, the Latin Americanist Research Resources Project (LARRP), *RAPID*, Greater Western Library Alliance (GWLA), Western Regional Storage Trust (WEST), the Arizona Universities Library Consortia, and Arizona Archives Online.

Faculty and students from Arizona State University, Northern Arizona University, PCC, and GWLA institutions have UAL borrowing privileges and access to digital resources on-site. Teachers and students at other local institutions can obtain a library community user card. The library's online LAS subject guide provides links to resources freely available online as well as through library subscriptions. UA visiting scholars and designated campus colleagues have full access to any UAL resource, either in print or online. As members of OCLC and OCLC Shares, all UAL collections are available through ILL to any college or university participant in the programs; members of GWLA have access to UAL collections through reciprocal agreements.

## **F. QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM.**

**F.1. Course Offerings:** UA provides broad curriculum offerings across the disciplinary and regional spectrum, including 376 courses with a least 25% Latin American (LA) content and 130 with 100% LA content. Anthropology, History and Geography have the largest number of LAS courses (Appendix II). UA offers 74 courses relating to Mexico. Other courses cover the entire region with special emphasis on Central America, Brazil and the Southern Cone. During AY 2016-17, 12,805 undergraduates and 1,145 graduate students enrolled in LA non-language content courses. At least 260 enrolled students have taken 15 units or more of non-language LA related courses during their UA careers.

The professional programs at UA, including Business, Education, Journalism, Law, Public Administration and Public Health, offer 71 LA courses. CLAS has strategically expanded links with the professional schools through the development of 4 dual degree programs (Law, Public Admin., Public Health and Journalism) and plans to offer 2 new dual degrees in the coming years with MDP & ES. Since 2014, UA has created new degree programs in Criminal Justice (CJ), a BA in Law, and MA/Certificate in International Security Studies (ISS), all of which include LAS content. The COH is launching 2 new Public and Applied Humanities (PAH) undergraduate degrees focusing on World Literature and Public Health, which will both prominently feature LAS coursework. With the Eller College Department of Economics, CLAS will organize a speaker series on the latest economic trends from the region and develop a new 300-level course for undergraduate students on LA Economies. The Rogers College of Law offers a Master of Law in International Trade and Business with courses on NAFTA and LA regional trade policy.

**F.2. Course Depth.** UA has depth in Anthropology with 64 LA content courses and in History with 32 LA courses, 19 of which are 100% LA content. The History courses include strong area sequences on Mexico, Brazil, Chile, and Argentina, and reflect topical strength in gender, revolutions and the colonial experience. Geography offers 25 LA content courses. Art History, Mexican American Studies, Music, Political Science and Journalism are long-standing collaborators, offering 46 LAS courses taught by affiliated faculty. In collaboration with these and other UA units, LAS and its core faculty will develop new courses in the thematic areas of transitional justice and human rights, borders of the Americas, immigration, indigenous peoples and law, environmental change, food studies, development and public policy and security studies. LAS has worked closely with SGPP, which boasts 15 LA content courses, to allow

majors to double count units toward both degrees, as well as incorporate LA curriculum into its BA in CJ and MA in ISS (Appendix II).

**F.3. Strength of Faculty.** All CLAS core faculty teach at least 3 LA related courses per year.

CLAS has annually employed a teaching post-doctoral and an adjunct to cover the growing number of CLAS-homed courses. 70 CLAS-affiliated scholars (45% of affiliated faculty) from over 12 departments and 5 professional programs (85% of whom are tenured/tenure-track) teach 2 or more LA area classes each year. Table F.1 illustrates the regional areas in which faculty have substantive teaching and research interests.

Table F.1. Regional Research Interests of Faculty	
Mexico	94
Central America	22
Caribbean	9
Brazil	14
South America	25
Gen. LA	30
Note: Many faculty have expertise in multiple areas, sum exceeds total of 154	

CLAS complements UA-mandated one-day pedagogical graduate assistant training with additional departmental training sessions at the start of each AY. Additionally, all TAs receive instructional monitoring and mentoring by supervising departmental faculty. Standardized teaching evals are administered each semester for the TAs conducting discussion sections. The Graduate College and the UA Teaching Center offer a 10 Credit “Certificate in College Teaching” for graduate students. CLAS TAs from each cohort take advantage of this option. Additionally, TAs are invited to attend professional development workshops for University educators organized by the UA College of Education’s Teacher Ed Program.

All LAS instructors have access to UA professional development certificates and workshops to improve pedagogy and delivery of materials. UA Information Technology provides group and individual training on the latest technology and online platforms for use in classrooms including streaming video, online discussion forums and digitization of course materials.

**F.4. Interdisciplinary Courses.** UA is committed to interdisciplinary coursework, research and training. CLAS closely collaborates with 7 of UA’s prestigious interdisciplinary research centers, many integrated with professional schools: the Udall Center for Studies in Public Policy, the Southwest Center, the Institute of the Environment (IE), the Bureau for Applied Research in Anthropology (BARA), Arid Lands Studies, the National Law Center for Inter-American Free Trade and the Indigenous Peoples Law and Public Policy Program. These collaborations have provided invaluable LAS-related research, internship and course opportunities. Two LAS

faculty, Vásquez-León (BARA) and Wilder (Udall Center), share joint appointments with these centers. These and other joint placements have produced 12 key interdisciplinary courses (Table

Table F.2 Interdisciplinary LAS Courses	
Course	Cross-listed
LAS 230*: Latin America: Food and Culture	FOOD, S&P
LAS 280: Brazilian Identity	ANTH, AFAS, S&P
LAS 312*: U.S.-Latin American Relations	PA, POL
LAS 348: Drug Wars and Oil Fortunes in Latin Amer.	ANTH, POL
LAS 354: Drugs and Violence in Mexico	PA, POL
LAS 356*: Indigenous Resistance Movements	PA, POL
LAS 363: #BlackLivesMatter Across the Americas	ANTH, PORT
LAS 364: 20th Century Development in Latin Amer.	POL
LAS 365: Human Rights, Immigration Enforcement and the Mex-US Border	GEOG
LAS 405*: Sabores de México	FOOD
LAS 505*: Sabores de México	FOOD
LAS 595N: Environment and Conflict in Latin Amer.	ANTH
*Courses pending 2018 TVI funding	

F.2). All LA-focused required general education courses are interdisciplinary in nature, particularly LAS 150B1 offered on rotations by LAS faculty from diverse disciplines. The Freshman Colloquium on Border Issues (LAS 195A) incorporates guest lectures by affiliate faculty, community professionals and includes a fieldtrip to Mexico’s northern border. CLAS’ 4 dual MA degree options draw an increasing number of applicants to the program with nearly 2/3 of 2018 LAS applicants seeking admission into dual degree programs.

Courses where CLAS is the home department are by nature interdisciplinary, as demonstrated by the assigned readings and research projects. Departments with affiliated CLAS faculty have taken the initiative to cross-list many of their area and international courses with LAS to attract the program's interdisciplinary students. Alongside CLAS, most UA departments offer variable topics courses that allow faculty to offer interdisciplinary outside the curricular structure of the discipline. CLAS is in the process of implementing an interdisciplinary Brazil Studies Certificate program, in collaboration with Portuguese, Africana Studies, History, Anthropology, and Geography. CLAS will utilize Title VI funds to create a new Border Studies shared minor with MAS and the S&P department, with CLAS focusing on Mexico.

## **G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM**

**G.1. Instruction and Student Enrollment.** UA offers a high quality comprehensive study of Spanish and Portuguese from the beginning level through doctoral study. All undergraduate Spanish majors are required to take 2, 300-level Portuguese courses. UA requires 4 semesters of language for all students pursuing a BA degree and 2 for students pursuing a BS degree. Degrees in Spanish require 42 upper-division credits, including intermediate qualifying courses, and 6 credits in Portuguese to be accepted into the major. The majority of the UA courses are taught in high-tech classrooms, including the state of the art Integrated Learning Center. LAS BA/MA students require intermediate proficiency in Spanish or Portuguese as do LA concentrations within Anthropology, Geography, and History doctoral programs and LAS MA students take Portuguese for Spanish speakers. CLAS travel grant applications require evidence of language proficiency.

S&P regularly updates its curriculum, which includes a wide variety of undergraduate and graduate majors (Table G.1), to meet student needs and stay abreast of disciplinary trends.

The fast-growing major sub plan in Translation and Interpretation offers students a program geared to employment in a high demand field. A service learning capstone is now required for majors. S&P collaborated with the new UAOnline campus to offer language instruction through the minor, aligning the Spanish program to a university strategic priority, and allowing it to train graduate students in a teaching modality that is increasingly in demand. It has also expanded its study abroad options (Table G.1) and has agreements with universities in Chile to initiate dual degree PhD programs.

<b>Table G.1 Spanish and Portuguese Highlights</b>	
<b>Enrollments</b>	
616 sections of Spanish (6 levels) with 10,140 in 2017-18, 8,275 in beginning and intermediate levels, 2,635 in upper division undergraduate levels and 90 at graduate level	
31 sections of Port (5 levels) enrolling 397 in 2017-18	
337 Spanish Majors (46 in S&P option, 1,773 minors)	
52 MAs & PhD enrolled	
770 enrolled in UA General Education courses	
<b>Programs</b>	
BA subplans: Span Lang, Lit & Culture; Hispanic Linguistics; Span&Port; Translation and Interpretation	
MA programs: Spanish with emphases in Lit & Linguistics	
PhD: Span & Hispanic Linguistics with emphases in Border Studies, Luso Brazilian & LA Lit and Culture	
Study Abroad: Chile, Brazil and Costa Rica	
<b>Features and Achievements</b>	
Highest overall national enrollment in Span in MLA (2013, 2016 reports)	
Portuguese enrollment in 6 <sup>th</sup> highest in the country (2016 MLA report)	
MA LAS students required to take 1 <sup>st</sup> semester of Portuguese for Spanish Speakers	

While enrollments around the U.S. in most languages have declined since 2013, demand for Spanish and Portuguese classes at UA remains strong. The MLA (in 2013, 2016) reports UA's overall language enrollments in Spanish—first year through PhD—as the highest nationally and UA Portuguese enrollments as 6<sup>th</sup> highest in the country (Table G.1).

**G.2. Levels of language training.** Many students arrive at UA with language competency in Spanish because Arizona schools have excellent Spanish programs or it is their home language. Students with high school Spanish take the Computer Adaptive Placement Exam for initial placement. A special exam tests Heritage Learners of Spanish. Students receive credit for work in Spanish AP program, or the CLEP or IB advanced level exams. UA builds on this expertise through offering a sequence of 6 levels of instruction. Upper division classes include cultural

studies, Hispanic linguistics, translation and interpretation, and training for bilingual teachers. Graduate work is offered at 2 levels (Table G.1). In addition, the UA is one of the few programs in the country that offers 3 levels of undergraduate Spanish for Heritage Learners classes. Portuguese is offered at 5 undergraduate levels and is part of the MA and PhD programs (Table G.1), including language, linguistics, cultural studies and literature. Most LA literature courses are taught in Spanish or Portuguese, and more than 90 area studies courses have readings in either S&P, including courses taught by CLAS core faculty and non-language courses taught in S&P. With funding from UISFL Title VI grant, two online courses, Port 305a: Portuguese for Spanish Speakers and Port 210: Business Portuguese for Spanish speakers, were recently developed, aimed at fulfilling the needs of a growing number of Spanish-speaking students and faculty. Given that the majority of the students enrolled in Portuguese also speak Spanish (40% of whom are native Spanish speakers), the Portuguese language program has developed specific pedagogical treatments for the teaching of cognate languages. These courses build on online materials for Portuguese for Spanish speakers, in conjunction with CERCLL.

**G.3. Number of faculty.** UA commits enormous resources to meet the demand for advanced language training, with financial support reaching almost \$2.5 million, not including the salaries of tenured and tenure system faculty, which total over \$3.5 million. Spanish has 30 full time faculty supported by more than 80 TAs, and 41 adjunct faculty each semester. Portuguese is offered by 3 tenure track faculty, an adjunct faculty, 6 TAs, and one Fulbright-sponsored TA.

**G.4. Pedagogy training.** The faculty and students have won numerous awards for professional achievement. Four faculty members have won the University's Five Star Teaching Award, its highest honor. The quality of graduate student teaching is assured by several measurements. All new TAs take a one-semester class on teaching methodology and attend instructional workshops.

Portuguese TAs are guided and supervised by a senior Portuguese faculty member. Many UA faculty have been basic language coordinators or received training in pedagogy and 6 are specialists in Hispanic Applied Linguistics. Most faculty have undergone ACTFL OPI proficiency training in Spanish or Portuguese and have conducted research and authored articles and textbook on pedagogy or teaching technology. Faculty have been hired to develop Spanish classes for UAOnline campus and to coordinate the training of Humanities faculty/graduate students to teach online, while others have been part of a recent cluster hire in Technologically Enhanced Language Learning (TELL). Our programs employ a communicative based instructional model in lower division classes. A number of performance-based instructional measures, such as portfolio assessment, are employed at the 200 level. All instruction is conducted in the target language, and assessment exercises in the basic languages are designed to test progress in speaking, listening, reading and writing. New performance objectives in line with national and state standards for Spanish students have been developed. Ongoing program evaluation for Portuguese is based on a utilization-focused approach to longitudinally map students' profiles and needs.

Through the 2016 UISFL Grant, CLAS has invested in a strong Portuguese language program and laid the foundations for a vibrant Brazil Studies network. Additional NRC and FLAS funding will allow CLAS to build upon this base, positioning UA to become one of the premiere U.S. institutions in Brazil and Portuguese studies.

## **H. QUALITY OF CURRICULUM DESIGN:**

**H.1. Undergraduate Curriculum.** CLAS serves undergraduate students at the UA through its BA degree program, dual majors, BA minor option, certificates and general education courses available to all students (Table H.1). The number of students enrolled in LAS-related area studies



courses has grown significantly in the last 5 years from 9,510 to 12,805 (Appendix II).

<b>Table H.1 LAS Student Data AY 2016-17</b>	
LAS Undergraduate Major	34
LAS Undergraduate Minors	131
LAS Undergraduate Dual-Majors	26
Undergraduate Enrollment	12,805
# of non-LAS Students served	6,047

LAS Majors are recruited via one of the 24 General Education courses taught primarily by LAS affiliated faculty from 13 different departments. During AY 2016-17, over 6,000 students have enrolled in these introductory Latin American Courses (Appendix II). This is an increase of more than 1,500 students over the previous 10-year period (2000-2009).

LAS majors complete a minimum 30 upper-division units with at least 12 from a concentration in an approved disciplinary, regional or thematic area. The remaining credits include 2 secondary areas and a capstone interdisciplinary research colloquium. After an internal programmatic review in 2015, CLAS added 7 new contemporary topics 300 level courses, 4 of

which LAS majors are required to select and complete (Table H.2). Based on internal and external program evaluations, as well as feedback based on student outcome assessments, the LAS Senior Capstone course

<b>Table H.2 Summary of Degrees offered by CLAS</b>				
<b>Degree</b>	<b>LAS Core Required units</b>	<b>LAS Elective units</b>	<b>Language Requirements</b>	<b>Min. units</b>
LAS BA Major	12 units LAS courses 3 units Senior Capstone Immersion/engage experience	12 units	5 <sup>th</sup> sem. Span or Port	30
LAS BA Minor	9 units LAS courses	9 units	4th sem.Span or Port	18
Carib. Studies Cert.	6 units upper division courses	6 units	4th sem. Span, Port or French	12
Brazil Studies Cert	6 units LAS courses & an Engagement Experience	6 units	Intermediate or adv. prof in Port	12
LAS MA	12 units 1st concentration 9 units 2nd concentration 6 units Thesis	9 units LAS	Adv. prof in 2 LA languages	36
LAS PhD Minor	6 units	9 units	Adv. prof in Span or Port	15

was redesigned and the requirement reinstituted in 2017. A tenured core faculty member teaches the course, and all graduating seniors complete a final project, submit a portfolio, and complete

survey and assessment modules. In addition to the capstone project, all LAS students are required to complete an immersion experience through study abroad or community engagement internships.

All LAS majors achieve second-language proficiency beyond the required intermediate level, graduating with advanced level Spanish. More than a dozen LAS majors and minors are participating in the highly rigorous Spanish/English Translation and Interpretation (T&I) program, which offers 7 translation and simultaneous interpretation courses leading to a minor or major in conjunction with LAS. UA also has a strong Global Studies Major (GLS) with about 30 students graduating each year, of which a third take 21 units of LAS coursework. More than 25% of LAS majors are in the Honors Program and a growing number of undergraduates double majoring in the professional schools of health sciences, business, criminal justice, law and journalism are enrolled in LAS courses, often pursuing double majors and minors in LAS (Table H.3).

<b>Table H.3 Non-LAS Students Served by LAS related area-studies Courses 2016-2018</b>	
<b>Non-LAS Academic Org</b>	<b># of Students</b>
CALS	48
COE	219
COH	1,007
COFA	125
College of Medicine	14
COS	1,404
SBS	1,920
Eller College of Management	694
All Others	616
<b>TOTAL</b>	<b>6,047</b>

The LAS Undergraduate Committee, with participation from the UA Office of Instruction & Assessment and the SBS Curricular Affairs and Advising team, conducts an annual review of curriculum requirements and Student Outcomes Assessment. Utilizing data collected from course evaluations, student surveys, enrollment numbers, and outcomes data, CLAS adopts necessary changes. In recent years, CLAS has added 11 online and online hybrid courses, as well as 7-week courses, to accommodate students and expand its reach. LAS faculty have adopted new technologies and utilized UA services like the Online Film Studio to enhance curriculum and learning experiences.

The numerous awards and achievements of our students illustrate the high quality of CLAS curriculum and training. Despite being one of the smallest departments within the College of SBS, an LAS student has been named outstanding senior of the year 3 of the last 6 years (out of over 1,200 graduates college-wide each year) (Table H.4).

Table H.4 LAS Undergraduate Student Awards and Accomplishments, 2014-2018	
Award	# of Students
Outstanding Senior	3
Magellan Scholars	22
Honors Students	44

**H.2. Graduate Curriculum.** CLAS' interdisciplinary 2-year MA program requires students to designate 2 academic fields of study, demonstrate advanced skills in 2 languages (Spanish, Portuguese and/or an Indigenous language), and complete core LAS courses in foundational critical theory (LAS 500) and field research methods (LAS 550). 85% of LAS MA students conduct original field research, complete and defend a thesis project, while others have the option of a comprehensive exam. LAS students can choose from 165 classes from 32 departments, tapping into faculty expertise across disciplines and regions.

The MA program attracts ethnically diverse applicants from across the country and internationally, and from a variety of disciplines. Current enrollment in the LAS MA program (Fall '18) is 31 students, 20 of whom are female, 11 are Hispanic, and 3 are international students from Spanish-speaking countries. CLAS has seen significant increases in highly qualified Arizona residents as well as RPCV. Eighteen MA students currently participate in one of the 4 dual degree programs: Public Health (9), Public Administration (4), Law (3) and Journalism (2). These programs allow students to earn 2 separate Masters' degrees in 3 or 4 years. LAS students benefit from advanced graduate certificate programs, including Geographic Information Systems, Human Rights, Information Sciences, International Security Studies, Medical Anthropology and the Teach for Arizona Program (Appendix II). LAS MA students have won many awards, including the UA Graduate Student Showcase the last 2 years. Five

LAS alumni are currently pursuing doctoral degrees from the UA, with several others in advanced Medical and Law programs (see Graph C.2).

**H.3. Advising, Research, Study Abroad Opportunities.** LAS majors, minors and graduate students receive high quality and personal academic and career advising from CLAS core and affiliated faculty who also mentor graduate students for their thesis research or serve on MA/PhD committees. In addition, CLAS provides extensive online advising and career information through its student listservs and website and hosts gatherings of LAS students to encourage peer advising and networking. A professional advisor in the College of SBS, Kathryn Gallien (PhD History), works closely with CLAS regarding degree requirements and university regulations for undergraduate students. The UA Career Services Center provides all students with an extensive array of career planning and job search resources, including career counseling, workshops, online resource library and joblink database, and various annual career fairs. CLAS has organized several highly successful “Latin America Job/Internship Symposia” featuring federal government officials and alumni.

Graduate students are assigned peer mentors and an Academic Advisor (Assistant Director Deeds) and identify a core faculty research advisor and 2 other members to form an interdisciplinary thesis or exam committee. To foster a strong sense of community, LAS hosts an annual student retreat/orientation, field trips and social events. The UA graduate college provides support for students through a variety of programs including orientations, teaching assistant training, Grad Funding Listserv & Newsletter, the Writing Skills Improvement Program, and the ThinkTank peer review center.

CLAS donor-funded endowments, UA stipends and external grants like the Tinker Field Research program administered by CLAS, permit student support of undergraduate and graduate research in LA (see Section D, Table D.1) CLAS actively promotes graduate research across campus with FLAS fellowships (2001-05, 2010-2014), Tinker grants (1996-2018), Edward J. Williams endowment (2008-2018) and the Peter Johnson Endowment (2014-2018). Between 2014-2018, Tinker grants were awarded to 111 students from 26 departments across 7 UA colleges, researching in 17 LA countries (Table H.5). Each year CLAS organizes a 1-day Graduate Student Tinker Symposium where students formally present research results and an eminent LAS scholar is invited as keynote Speaker is invited, drawing a large audience.

<b>Table H.5: Tinker Summer Research 2014-2018</b>	
<b>Countries/Regions</b>	<b>Colleges</b>
Mexico (31)	CALS – 1
Brazil (13)	COE – 2
Central America (22)	COH – 12
Andes (22)	COS – 4
Southern Cone (21)	CPH – 10
Caribbean (2)	SBS - 79
	CFA - 3
<b>Total: 111</b>	<b>Total: 111</b>

CLAS core faculty conduct annual workshops to help graduate students with proposal writing for the FLAS Fellowships and Summer Tinker Field Research Grants. The Introduction to Latin American Studies seminar (LAS 500), required of all incoming LAS graduate students, includes a component on proposal writing. CLAS core faculty also teach the Qualitative Research Methods course (LAS 550) required of all LAS MAs. The OG offers international health and safety training workshops to all students, and the Institutional Review Board trains, reviews and certifies all research projects under the human subject's protection program.

LAS graduate and undergraduate students participate in a wide variety of internships offered by the University or outside organizations across Southern AZ, the nation and abroad. Many graduate students do research-oriented internships with faculty working on projects ranging from migration and border security to environmental education and international trade.

Both the graduate (LASSO) and undergraduate (ALAS) students have created clubs recognized by the Association of Students and are active in promoting LAS activities on campus.

UA offers a wide variety of study abroad programs in Spanish and Portuguese-speaking LA. The University is currently ranked 7<sup>th</sup> nationally in terms of number of students completing mid-length study abroad programs, sending over 200 students abroad each year. Currently, UA sponsors 29 study abroad programs in LA, of which 4 are summer only; the others offer semester or academic year terms. As a result of the Latin American Immersion Requirement, nearly all LAS majors complete at least 1 study abroad experience. UA students can also participate in programs offered by other U.S. universities and organizations like Cultural Experiences Abroad (CEA), or direct enroll in Latin American universities with which UA has direct exchange agreements (of which there are currently 20 in LA). The UA has over 40 active International Memorandums of Agreement (IMOA) with LA universities, allowing faculty and student research partnerships and exchanges. UA students can participate in 3rd party affiliated programs and receive UA financial aid and direct credit through KAYA Responsible Travel, Semester at Sea and the Council on International Educational Exchange. LAS advertises many other institutions FLAS language programs and its MA students have recently been awarded fellowships for summer language from Tulane (2017, Maya Kaqchikel) and Florida International (2018, Haitian Creole).

The UA goes to great lengths to advertise and match students to study abroad opportunities. In addition to OGI study abroad database, CLAS has a study abroad section on its webpage, and LA study abroad Info-sessions led by core faculty to supplement 2 UA Study Abroad Fairs each year. CLAS works with Study Abroad to provide pre-departure workshops, opportunities for returning students to share their experiences in special re-entry meetings, new

student orientations, and the Study Abroad and Meet Your Major fair. All CLAS students submit a narrative report on their study abroad experience. All study abroad courses and internships carry direct UA credit for honors and graduate credit. CLAS' newest study abroad program is a 6-week summer program in Cuba, now in its 5th year and led by CLAS Director Marcela Vásquez, with direct UA credits offered in LAS, Anthropology, Geography & History. Under a 2016 UISFL grant, CLAS and the Portuguese Department have enhanced programs in Fortaleza, Brazil, as well as developed new internship opportunities for UA students. CLAS will leverage the 2018 Title VI funds to create new short courses in Oaxaca in conjunction with Food Studies, and a summer study in Bolivia in collaboration with SGPP.

## I. OUTREACH ACTIVITIES

### I.1. Elementary and Secondary Schools. CLAS is committed to outreach programs for K-12

teachers in Arizona, and throughout the Southwest and greater U.S. Table I.1 shows CLAS K-12 outreach highlights from 2016-2018. Each year CLAS offers 2 or more continuing education workshops attended by an average of 25 teachers; it

Table I.1 Outreach Highlights 2016- 2018		
Outreach Activity	#	Participants
Conferences, panels, symposia	14	951
Lecture Series	38	1253
Cultural events	16	1047
Film Screenings	5	2663
Presentations, Exhibits	31	1184
K-12 Workshops	10	273
Total	114	7171

also assists teachers with curriculum development, provides sensitive subjects training for educators, classroom lectures, resources from CLAS NRC library, and offers support from CLAS faculty. CLAS reaches hundreds of educators through its programs. In collaboration with CMES, CERCLL, CoE, PCC and the Tucson Unified School District (TUSD), CLAS organizes and co-sponsors intensive weekend workshops, offering participating teachers UA continuing education credits. The effectiveness of CLAS K-12 workshops is measured carefully by evaluations, surveys and participant feedback.

Under CLAS' new High School Outreach Initiative (2016-2018), which seeks to promote LAS among high school students, CLAS' Outreach Coordinator (Conlin) visited all TUSD high schools, reaching over 1,073 underserved minority students in TUSD's Culturally Relevant courses. With UA's HSI designation, CLAS' high school initiative is critical for promoting LAS curricula and resources for incoming Hispanic students, and help them feel more comfortable about applying to the UA. CLAS is working with a number of Title I schools to provide area studies and literacy education to minority students. With CERCLL, CLAS supports an annual conference on intercultural competence and a symposium on digital literacies attended by over 200 K-12 teachers from across the country. CLAS is collaborating with departments across campus to develop applied STEM and STEAM curricula for primary and secondary education. In the spring of 2014 CLAS, CMES and Biosphere 2 (an American Earth science research facility) conducted a 2-day professional development workshop for 22 Arizona secondary education teachers interested in developing STEM curricula focused on Arid Lands. CLAS will work with educators to link our programs with the Common Core Curricula and Arizona's College and Career Ready Standards in the areas of history, social studies, science and language literacy.

**I.2. Postsecondary Institutions.** CLAS facilitates a wide range of programs for UA students and faculty, reaching 7,171 students at 114 events from 2016-2018 (Table I.1). CLAS *Charles Con Café* Lecture Series features UA CLAS core and affiliate faculty, and international and visiting scholars who present on current, ongoing research projects. CLAS effectively unites scholars and students from a wide range of disciplines and areas of focus. Table I.2 highlights the geographical diversity included in the lecture series.



Under the UISFL Brazil Studies Program, CLAS has increased the number of Brazil outreach programs and cultural events from 0 in 2014-2015 to 12 from 2016-2018. A highlight was an intensive multi-day Digital History workshop with Dr. Ana Mauad from the Federal University of Brazil. The 3-day workshop had over 70 undergraduate, graduate and faculty participants, ranging from STEM

<b>Table I.2 Areas of Focus CLAS Lecture Series, 2016-2018</b>	
<b>Country/Area of focus</b>	<b># of events</b>
Argentina	1
Brazil	4
Bolivia	1
Border (U.S.-Mex)	3
Colombia	2
Cuba	1
Ecuador	1
El Salvador	1
Mexico	9
Paraguay	2
Peru	1
<b>Total</b>	<b>26</b>

backgrounds, to literature, language, and interdisciplinary area studies. CLAS disseminated the workshop materials widely across the CLAS Brazil Studies listserv, Brazil Scholars Network and CLAS Social Media sites.

Building on its strong K-12 educators program, CLAS, with CMES and CoE, have worked to internationalize curriculum to pre-service K-12 educators' with the CoE's International Curriculum Certificate. CLAS, with CMES, has organized 7 workshops for 153 pre-service educators from 2016-2018. CLAS' lending library has over 500 books and over 400 films that are available to pre-service educators, students, faculty, and community members.

CLAS offers field studies programs that reflect its emphasis on contemporary issues facing LA. In collaboration with CoE and Universidad Pedagógica Nacional in Hermosillo, Mexico CLAS offers secondary and post-secondary teacher exchange programs, hosting around 20 Mexican teachers and sending as many from the U.S. each year. CLAS and CoE will sponsor teacher visits to primary, secondary and higher education schools along the US/Mexico border region to increase educators' awareness of the needs of a growing bi-national student body. As part of its commitment to better serve minority students, CLAS is recruiting educators from underserved districts.

Currently CLAS coordinates the Latin American Resource Council of Arizona (LARCA), which consists of nearly 30 faculty representatives from more than a dozen CCs throughout the state. LARCA meets twice annually with the goal to strengthen ties between the UA and Arizona CCs by fostering resource exchange, developing a pipeline for students applying to the UA, and improving inter-institution coordination between LAS programs. To help facilitate community college students' engagement with the UA, CLAS supports increasing the number of articulation agreements with regional community colleges, in this case, with PCC and the MCCCCD. Each spring, CLAS, with CMES, organizes an annual CC Educators' workshop bringing over 120 educators from around the SW and greater U.S. since 2016.

CLAS post-secondary outreach includes strong ties at the international level. CLAS partners with the UNAM to promote faculty exchanges. The Virtual Dialogue Series, attended by UA students and faculty, convenes a roundtable of international specialists to discuss critical and timely issues. Additionally, the Brazil Studies Program has funded 14 undergraduate students to participate in our Brazil Summer internship program with our Brazilian partner, Center of Urban Art, Culture, Science and Sports (CUCA) in Fortaleza. The students conduct community-based participatory research and present to students, faculty, staff and community members in a full-day symposium at the UA.

**I.3. Business, Media and General Public.** CLAS has developed outreach programs with the private sector and local, state and federal economic development agencies. CLAS collaborates with the U.S. Department of Commerce (DOC) to develop a series of workshops that provide information and assistance to regional businesses about import/export regulations and protocols. In collaboration with the U.S. DOC International Trade Administration, CLAS co-sponsored the Export Assistance Workshops for AZ businesses interested in Latin American markets in

2016. The series of 4 workshops in Tucson and Phoenix was attended by more than 100 small and medium-sized companies throughout Arizona. CLAS is expanding outreach initiatives to military members at the Davis-Monthan Air Force Base through an ongoing series of lectures by UA faculty on Security in LA.

CLAS faculty regularly respond to media requests and appear in nationally recognized newspapers, news outlets, CNN, NPR, and journals such as *The New York Times* and *The Economist*. CLAS Core faculty, Oglesby, is a current Fellow of the OpEd project, which aims to increase the voices of women faculty and scientists onto the national stage. Graduate students in the dual-degree program with Journalism regularly contribute to local newspapers and other publications. CLAS sponsors multi-media events open to the entire university, as well as students and faculty from CCs, and the public. CLAS collaborates with the Hanson Film Institute's Tucson Cine Mexico an annual film festival, which premieres the latest films from Mexico with attendance that exceeds 2,000 visitors each year. CLAS supports the Borderlands Theater Company and Teatro Digna, bi-national organizations producing theatrical and educational programs that reflect the diverse voices of the border region.

CLAS has initiated, developed and maintained an active presence on Social Media outlets. Since 2016, CLAS has nearly doubled its reach on Facebook, increasing from 826 to 1,558 followers, and 15 to 202 followers on Twitter. Through Social Media platforms, CLAS can efficiently communicate with students, faculty, staff, community members and international partners to promote outreach events, scholarships and courses.

#### **J. FLAS AWARD SELECTION PROCEDURES:**

CLAS proposes AY eligibility for Portuguese, and summer eligibility for indigenous languages Quechua, Kaqchikel, Nahuatl & Guarani (to be coordinated in conjunction with partner

University summer field schools at Pittsburgh, Tulane, San Diego State and BYU respectively) and Portuguese. UA requests 5 academic (AY) FLAS fellowships for Graduate Students, 8 AY fellowships for undergraduate students and 6 summer (SS) based on our assessment of demand for language study and the great student interest in our summer language program in Brazil (Portuguese). Current CLAS priorities for the FLAS fellowship build upon our strong record. In past funding cycles, FLAS fellowships, combined with CLAS hires in Brazil studies (Da Silva) and Portuguese instruction (Bezerra, Carvalho), increased enrollment and the number of students using Portuguese skills in their research and career pursuits. Students receiving AY FLAS for Portuguese take 6-8 credits of intensive language study and at least 6 credits of area courses, while summer participants must complete 140 hours of training. CLAS is committed to funding all AY students in Portuguese (priority language) and awarding half of SS for Portuguese study and half for indigenous languages field studies.

**J.1. Advertising of FLAS:** CLAS advertises availability and selection criteria through flyers and emails sent to all UA colleges, schools, departments, research support offices and the Graduate College. The fliers are posted on our website and included in application packets for prospective MA students. CLAS targets professional school students through their admissions offices and existing dual degree programs, and underrepresented groups through the universities' minority outreach programs and student organizations. CLAS has never lacked qualified candidates, but would certainly cooperate with other institutions to fill in spots or transfer unused funds. CLAS holds FLAS application information sessions in November for undergraduate and graduate students with presentations by the FLAS coordinator (Deeds). An extensive list of FAQs drawn from student questions is online along with all application materials.

**J.2. Student Application Process:** a 3-page application form is available on the CLAS website and requests personal information data on, academic status, language and level of desired award, language background and proficiency, educational background, and career goals. In a 2-page statement of purpose, applicants explain the relationship of proposed language study to their career and academic goals. The application packet includes transcripts, GRE scores (for graduate students), and 2 letters of recommendation (1 of which must be from a language instructor). Summer applicants also submit information about their chosen summer program(s). They may list up to 3 program options, ranked by preference. All applicants will also be asked to file an online Free Application for Federal Student Aid FAFSA form at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) by January 1 to determine their financial need. Awardees must complete a pre-fellowship workshop and sign a contract agreeing to meet all the reporting and evaluation requirements.

**J.3. Selection criteria:** Each committee member reads and ranks the applications according to guidelines based on information about ED priorities and rules and point values on the evaluation rubric. In the rubric, strength of statement of purpose is double-weighted; the candidates' recommendation letters, evidence of commitment to studies, and academic merit, including test scores, are all assigned up to 5 points each. Applicants from professional schools will receive an extra point, if the proposed program clearly serves long-term academic goals. Based on the rubric, the committee members submit their final academic ranking of candidates to the coordinator; during the committee meeting, financial need is factored into the equation (students may be moved up one or two rankings depending on demonstration of need). Final rankings are determined after extensive debate based on potential for success and overall excellence; applicant career and academic goals; financial need; and efforts to share awards across LA languages and varied fields of study.

**J.4. Selection committees:** CLAS' Director, with advice from the Advisory Committee, will create a FLAS selection committee to review applicants. The committee will be comprised of five faculty members, chaired by the FLAS Coordinator. Two will represent professional schools (rotating between Environmental Sciences, Journalism, Law, MDP, Public Health, & Public Administration), one from the Portuguese teaching faculty, and one from the linguistics program.

**J.5. Schedule:** FLAS competitions are advertised nationally as well on campus in October. Nominations and applications are due by February 15, and decisions are made by March 10. Award notifications go out in mid-March; decisions to accept or decline are due in early April. Summer awards are made after ED approval of each candidate's proposed program of study. The FLAS coordinator arranges for pre- and post-testing of fellows' language proficiency. Current AY awardees are notified in mid-April of post-award responsibilities, including proficiency testing, reporting on IRIS, and reporting to CLAS.

**J.6. Competitive priorities:** CLAS anticipates its fellows will continue to represent a large number of disciplines, professional schools and underrepresented minorities. As noted in Criterion 4, Portuguese and indigenous language training serves, not only academics, but also businesses and government agencies, including those focused on security concerns. During the 2010-2014 FLAS cycle, LAS awarded 33% of grants to students from the professional schools, 60% for those studying priority languages and 27% (5 of 18) of Summer and 37% (14 of 37) of AY to minority students. FLAS fellowships allow UA to recruit high quality and diverse students across the campus, providing them with the understanding of the cultures and languages of LA. The skills and tools they develop through CLAS programs will position them to succeed in a variety of careers, serving the needs of government, business, nonprofit and education sectors in Arizona, the United States and beyond.

## K. COMPETITIVE PREFERENCE PRIORITIES

Table K.1. CLAS Activities Responding to Announced Priorities
<b>Absolute Priority 1: Diverse perspectives; and government service in areas of national need.</b>
<p>UA CLAS encourages debate that is respectful and informed and that shows diversity of opinions and views. This is evident by our diverse student body and faculty who represent a wide range of perspectives across the political spectrum and come from different socio-economic, ethnic, and national backgrounds. We propose to promote a wide range of views to generate consequential debate through the development of interdisciplinary scholarly networks at the UA, nationally and with LA partners; collaboration with NRCs from different world regions; area studies courses and K-16 teacher training that reflect complex and often contested views on specific LA topics; and outreach to media, government, business and the community. In our proposed initiatives we are committed to addressing all sides of complex issues and of presenting varied and opposing points of view.</p>
<b>Absolute Priority 2: Teacher-training activities on languages, area studies, or thematic focus of the Center.</b>
<p>Training of teachers in language and area studies is a priority activity of CLAS (Section I). Through professional development workshops, certificate programs, conferences, seminars, teacher exchanges and field schools on Mexico's northern border, lending library (books &amp; videos), speakers bureau, assistance developing curriculum modules with area content and making all materials available on new web platform.</p>
<b>NRC Competitive Preference Priority 1: Sustained Collaborations with MSI's and Community Colleges</b>
<p>UA is now an HSI. CLAS has a record of collaboration with local Community Colleges in teacher training and outreach through its highly successful consortium (LARCA). With the current proposal, CLAS will expand, create, and develop new sustained collaborations with 12 HSI Community Colleges in Arizona and with UTEP, a non-NRC MSI. Initiatives include the integration of LAS and intercultural material into the curriculum, including area studies and language instruction with emphasis on Heritage Spanish and Portuguese for Spanish speakers. We will also work at formalizing community college pathway articulation agreements.</p>
<b>NRC Competitive Preference Priority 2: Collaborations with College of Ed and Teacher Training Progs.</b>
<p>In a joint venture CLAS will partner CMES, CIGS, CERCLL and CoE to introduce international content and perspectives to the training of pre-service teachers and, by extension, K-12 curriculum; support the work CoE faculty in both pre-service and graduate level training through the International Curriculum Certificate, which includes professional development workshops, development of lesson plan databases and contests, and University Speakers Bureau.</p>
<b>FLAS Program Competitive Preference Priority 1: Awards to Students with Financial Need</b>
<p>CLAS advertises to and recruits underrepresented students with financial need by utilizing FAFSA in the selection process. From 2010-2014 LAS awarded 27% (5 of 18) of Summer and 37% (14 of 37) of AY to minority students. CLAS works closely with professional schools to encourage applicants who will utilize the linguistic and cultural skills in their professional careers.</p>
<b>FLAS Program Competitive Preference Priority 2: Awards to USDE Priority Languages and LCTLs</b>
<p>CLAS is committed to funding all AY students in Portuguese (priority language) and awarding half of Summer awards for Portuguese study and half for indigenous languages field studies that qualify as LCTLs. FLAS fellowships allow UA to recruit high quality and diverse students across the campus, providing them with the understanding of the cultures and languages of Latin America. The skills and tools they develop through CLAS programs will position them to succeed in a variety of careers, serving the needs of government, business, nonprofit and education sectors in Arizona, the United States and beyond.</p>

## **CONCLUSION:**

The UA, located in Tucson, Arizona, is just 65 miles from the border with Mexico, and represents the crossroads of two nations with unique peoples, cultures and languages. The UA has long acted as a bridge uniting students, scholars and citizens in order to develop shared solutions to the most critical challenges facing both countries. Within the UA, CLAS represents the gateway to LA. CLAS seeks NRC funds to leverage the unique resources of the strengths.

LA is a vibrant, diverse, growing region deserving of attention and resources. The region hosts a wealth of resources and opportunities for US students, scholars, nonprofits and businesses. CLAS has unique strengths and expertise in both Mexico and Brazil studies, countries with the largest population of Spanish and Portuguese speakers, respectively, nations that are geopolitical and economic leaders in the region. CLAS endeavors to leverage these strengths to provide the education and training for students to become leaders in diplomacy, development, education, healthcare, and legal systems.

Remarkably, nearly every faculty member directly funded in this proposal is either a minority, woman or junior faculty. If funded, this grant will provide an array of valuable resources and opportunities for the next generation of students and scholars at the UA. The enthusiasm and eagerness of CLAS faculty and staff to promote a better understanding of the region is underscored by the breadth of collaborators engaged in this proposal, representing an extraordinary range of disciplines and regions, all of whom are addressing the most critical and relevant issues of our time. NRC funding to CLAS will help it grow and achieve many exciting and innovative goals, reach new heights, broaden the impact of its outreach and deepen the level of knowledge and resources at the UA.



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# Appendix I.

## Curriculum Vitae and Position Descriptions

Language Proficiency Scale based on the Interagency Language Roundtable (ILR) Key: 1=Elementary; 2=Limited Working; 3= Professional Working; 4=Full Proficiency; 5= Native or Bilingual

**VASQUEZ-LEON, MARCELA***Director, Center for Latin American Studies***Tenure status:** Tenured**Education:** Ph. D., Anthropology, University of Arizona (UA), 1995; M.S., Agricultural Economics, UA, 1991; M.A. Cultural Anthropology, UA, 1990; B.A. Sociology, College of Saint Teresa, 1986**Academic Experience:** Assistant Research Anthropologist, Bureau of Applied Research in Anthropology (BARA)/Institute for the Study of Planet Earth (ISPE), Univ. of Arizona, 2000- 2004; Assistant Professor, BARA and Center for Latin American Studies (CLAS), 2004-2009; Co-Director, Global Studies (2012-2014) 2014); Associate Professor, School of Anthropology and CLAS (2010-present); Associate Professor, CLAS and Director, CLAS (2016-Present).**Languages:** Spanish (5), Portuguese (4), French (3)**Overseas Experience:** Colombia (native), Nicaragua, Mexico, Brazil, Paraguay, Bolivia, Cuba, Ecuador**Regional Focus:** Mexico, Brazil, Colombia, Paraguay, Andean region, U.S. Southwest**Percent time devoted to area studies courses:** 25%**Percent time devoted to area/international research or outreach:** 25%**Percent time devoted to administration:** 50%**Area Study Courses:** Graduate: Environment and Conflict: a Latin American Perspective; Introduction to Latin American Thought; Qualitative Methods for research in Latin America. Undergraduate: An Introduction to Modern Latin America; Drug Wars and Oil Fortunes from a Latin American Perspective; The Drug Trade, a Latin American Perspective; Modern Latin America and Human Rights; Senior Capstone. Summer Study Abroad in Cuba.**Certificate Program:** Study of the US Institute (SUSI) for Latin American Indigenous Student Leaders**Research focus:** Rural development and grassroots collective action; environmental anthropology and vulnerability to climate change; political ecology; environmental justice; border issues; human rights, migration, and rural displacement; ethnographic film.**Recent Grants:**

2010 -2021 US Department of State. "Study of the U.S. Institute for Student Leaders."

2016-2018 US Department of Education, UISFL Grant. "Brazilian Studies through Research, Instruction, and Outreach: A Model for Undergraduate Student Engagement"

2014-2015 United Nations, World Food Program. "Assistance to Refugees and People Impacted by Colombia's Internal Conflict". Ecuador.

2011-2013 NOAA-Climate and Societal Interactions Program. "Managing Demand and Rethinking Supply Adaptation, conservation, and Planning in the Drought-prone UA Southwest and northwest Mexico."

2006-2012 USAID, ACDI/VOCA. "Development and Expansion of Economic Assistance Programs That Fully Utilize Cooperatives or Credit Unions."

**Recent Publications:**

2017 Vásquez-León, M, B. Burke, and T. Finan (eds). 2017. Cooperatives, Grassroots Development, and Social Change: Experiences from Rural Latin America. Edited Volume. The University of Arizona Press.

The following are chapters in the above edited volume:

2017 Vásquez-León, M and T. Finan. 2017. Smallholder Cooperativism as a Development Strategy in Latin America.

2017 Vásquez-León, M. 2017. The Paraguayan Context of Social Inequality.

2017 Vásquez-León, M and Andrés Gonzalez Aguilera. 2017. Collective Challenges and the Fair Trade Alternative: The Manduvirá Cooperative.

2017 Vásquez-León, M. 2017. Capiibary Cooperative: A strategy of Diversification to Reverse the Rural Exodus.

2017 Vásquez-León, M and B. Burke. 2017. Cooperatives as Change Agents in Rural Latin America: Synthesizing Experiences Across Countries.

2014 Bidwell, M., C. Landry, D. McGranahan, J. Molnar, L. Morton, M. Vásquez-León. 2014. Rural Communities. In J. M. Melillo, T. C. Richmond, and G. W. Yohe, eds. Climate Change Impacts in the United States: The Third National Climate Assessment. U.S. Global Change Research Program. Pp. 333-346.

2012 Vásquez-León, M. and J. Lindsay-Poland. 2012. Will Common Sense Ever Prevail? Lost Lessons, Militarization, and Cycles of Violence and Impunity in Colombia and Mexico. *Revista de Estudos Universitários*, Sorocaba, 38(1): 53-74.2012 Arenas, A. And M Vásquez-León. 2012. Militarism in the Americas. *Revista de Estudos Universitários*, Sorocaba, 38(1): 9-12.**Number of M.A. /Ph.D theses supervised in past 5 years:** 30**Distinctions:** UA fellow of the Academic Leadership institute (2018-2019); Fulbright Scholar (2012-2013)

**ACOSTA, ABRAHAM***Assistant Professor of Spanish and Latin American Studies***Tenure status:** Tenure-eligible    **Education:** Ph.D. /M.A. University of Michigan, B.A. University of Southern California**Academic Experience:** Department of Spanish and Portuguese, University of Arizona (2007- )**Languages:** Spanish (5), French (3)    **Regional Focus:** Peru, Central America, Mexico; U.S./Mexico Border**Percent time devoted to area studies courses:** 50% **Area studies courses:** N/A**Percent time devoted to area/international research or outreach:** 50%**Research and/or teaching focus:** Latin American Literature and Culture (19-21 century), Literary, Narrative, and Cultural Theory, Critical Theory, Comparative Literature**Recent Publications:**

- 2017 "The Posthegemonic Turn." *New Approaches to Latin American Studies: Culture and Power*. Juan Poblete, editor. New York; London: Routledge. pg. 255-271.
- 2016 "Illiteracy in Latin America." *The Encyclopedia of Postcolonial Studies*. Ray, Sangeeta, Henry Schwarz, José Luis Villacañas Berlanga, Alberto Moreiras and April Shemak (eds). Blackwell Publishing.
- 2016 "Of Failed Retreats: Postcolonial Theory and Post-Testimonial Narrative in Central American Writing." *Política Común* 9.
- 2014 "The Wager of Critical Multilingualism Studies". *Critical Multilingualism Studies* 2.1: 20-37. <http://cms.arizona.edu/index.php/multilingual/article/view/42/96>
- 2014 "Illiteracy". *Iberian Postcolonialities: A Metahistory of Material Practices of Power*, Wiley-Blackwell *Encyclopedia of Postcolonial Studies*, vol. 3. Chichester U.K.; Malden MA: Wiley-Blackwell.
- 2014 *Thresholds of Illiteracy: Theory, Latin America, and the Crisis of Resistance*. New York: Fordham University Press.
- 2013 "Orality and Politics in Latin America: Thresholds of Illiteracy". *CR: Centennial Review* 13 (2): 203-222.
- 2012 "Hinging on Exclusion and Exception: Bare Life, The US/Mexico Border, and Los que nunca llegarán". *Social Text* 30 (113): 103-123.
- 2010 "Contingencies of Silence: Subalternity, the EZLN, and the Accounting of Speech in Latin America". *Journal of Latin American Cultural Studies* 19 (2): 203-223.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 5**Distinctions:** Woodrow Wilson/Andrew W. Mellon Postdoctoral Fellowship, 2010-2011.**ALONSO, ANA (UA)***Associate Professor of Anthropology and Latin American**Studies; Women's Studies; Comparative Cultural and Literary Studies***Tenure status:** Tenured    **Education:** Ph.D. and M.A., Anthropology, University of Chicago, 1982, 1988; B.A. Wellesley College, 1978.**Academic Experience:** Associate Professor of Anthropology, University of Arizona, 1996-present; Assistant Prof. of Anthropology, University of Arizona, 1991-1996; Assistant Professor of Anthropology, University of Texas-Austin, 1988-1991.**Overseas Experience:** Mexico 4 years    **Languages:** Spanish (5)**Regional Focus:** Mexico, Latin America**Percent time devoted to area/international teaching:** 75%**Percent time devoted to area/international research or outreach:** 75%**Area studies courses:** Gender and Social Identity, History of Anthropological Theory, Culture and Power, Nationalism, Transnationalism and Ethnicity, Cultural Anthropology**Research and teaching focus:** Socio-cultural anthropology; historical anthropology; social theory; feminist theory**Recent Publications:**

- 2010 "El Amor, el Sexo y la Chirinola en Casos Legales de Namiquipa, Chihuahua, México." In *Los Codigos Del Genero: Ley y Practica en el Mexico Contemporaneo*, eds. H. Baitenmann, V. Chenaut & A. Varley, Programa Universitario de Estudios de Género, Universidad Nacional Autonoma de México.
- 2008 "Borders, Sovereignty and Racialization." In *Companion to Latin American Anthropolpogy*, ed. Deborah Poole, Basil Blackwell.
- 2008 "Reconsidering Violence: Warfare, Terror and Colonialism in the Making of the United States" in *American Quarterly* 60(4):1089-1097.

**Distinctions:** UA Press Advisory Board; Editorial Board Cultural Anthropology, Editorial Board, annual Review of Anthropology; Plenary Speaker, Berkshire Conference on Women's History, Claremont, CA, 2005; Plenary Speaker, Society for Cultural Anthropology Meetings, Portland, Oregon, 2004.

**ALSUA, CARLOS***Senior Lecturer, International Management and Global**Entrepreneurship, Academic Director*

**Tenure status:** **Education:** B.A. English-Spanish Translation, Minor in Business Management, Brigham Young University, 1994; M.B.A. Arizona State University, 1995; Ph.D. Business Administration, Arizona State University, 2002

**Academic Experience:** University of Arizona, 2014-Present; Academic Director and Director of Graduate Studies of the McGuire Center for Entrepreneurship; Senior Lecturer in International Management and Global Entrepreneurship, Eller College of Management

**Overseas Experience:** Visiting scholar positions in Asia, Europe, Latin America, and Russia; Professor at Universidad Adolfo Ibáñez Business School, Chile

**Languages:** Spanish (5), Portuguese (3) **Regional Focus:** Mexico, Chile, Latin America

**Percent time devoted to area/international teaching:** 25%

**Percent time devoted to area/international research or outreach:** 25%

**Area studies courses:** N/A

**Research and teaching focus:** Entrepreneurial management, market innovation, consumer behavior, global product development, global markets, social innovation, marketing strategy, international management

**Recent Publications:**

2016 Elernum, T., Alas, R., Alsua, C.J., Rozell, E.J., Scroggins, W., Guy, A. & Denny, S. Implicit entrepreneurship theory and success factors in China, the United Kingdom and Estonia. *Journal of Business and Economics*, 7 (5) 776-790.

2015 Úbeda-Sales, R., Alsua, C.J., Carrasco, N. The purchasing model and organizational performance: A study of key strategic tools. *Journal of Business Research*, 68, 177-188 (ISI).

2014 Elenurm, T., Alas, R., Rozell, E., Scroggins, W., Alsua, C.J. Cultural prototypes of the successful entrepreneur: Comparison of Estonia and the United States. *Journal of Baltic Studies*, 45 (4), 499-511 (ISI).

**Number of M.A. /Ph.D. theses supervised in past 5 years:**

**Distinctions:** Eller College Student Council recognition of Outstanding Commitment and Contribution to the Students and the Betterment of the Eller College of Management, Advisor of the Year, Visiting Professor of the Year

**ALVAREZ, MARIBEL***Associate Professor of Anthropology, Associate Research**Social Scientist; The Southwest Center*

**Tenure status:** Tenured **Education:** Ph.D., Cultural Anthropology, University of Arizona 2003;

M.A., Political Theory, California State University, Long Beach 1985; B.A., Political Theory/Journalism, California State University, Long Beach, 1983.

**Academic Experience:** Adjunct Assistant Professor, English Department, Univ. of Arizona, 2003-present; Lecturer, Anthropology Department, University of Arizona, 1996.

**Overseas Experience:** Born in Cuba, raised in Puerto Rico, 4 years in Mexico.

**Languages:** Spanish (5) **Regional Focus:** Mexico and Caribbean.

**Percent time devoted to area/international teaching:** 25%

**Percent time devoted to area/international research or outreach:** 75%

**Area studies courses:** Introduction to Folklore, Visual Ethnography of the Southwest, and Folklore as Ideology.

**Research and teaching focus:** Mexican folkloric studies, indigenous artisans of Northern Mexico and labor issues.

**Recent Publications:**

2017 "Stretching the Dough: Economic Resiliency and the Kinesthetics of Food Heritage across the US-Mexico Border," in *The Routledge Companion to Intangible Cultural Heritage*, Routledge.

2015 "When the Place is Already Made: Lessons from a Folklife Project," *PLACE: People, Land, Arts, Culture and Engagement*, Tucson Pima Arts Council.

2015 "Drama and the Shattering of Myths," *HowlRound: A Knowledge Commons for the Theater Community*.

**Number of M.A. /Ph.D. theses supervised in past 5 years:** M.A. (6), Ph.D. (6)

**Distinctions:** Executive Director of Southwest Folklife Alliance, nonprofit agency affiliated with UA. Producer of largest Folklife festival in the western USA (Tucson Meet Yourself) and another 20+ programs linking traditional arts to the community. Editor of BorderLore, an e-journal. Trustee of the American Folklife Center at the Library of Congress. Fulbright Fellow, 2009-10.

**ARENAS, ALBERTO***Associate Professor, College of Education***Tenure status:** Tenured **Education:** Ph.D, Education, University of California, Berkeley, 2000; M.A., Education, UC Berkeley, 1994; B.A. Psychology, University of Arizona, 1989.**Academic experience:** Assistant Professor of Education, University of Massachusetts, 2000-2002; Assistant Professor, University of Arizona, 2002-2009; Associate Professor, University of Arizona, 2009-present**Overseas experience:** Colombia, Nicaragua, Brazil, Mexico**Languages:** Spanish (5); Portuguese (5); French (3)**Regional focus:** Colombia, Mexico, and Brazil**Percent time devoted to area/international teaching:** 75%**Percent time devoted to area/international research or outreach:** 75%**Area studies courses:** Education and Development in Latin America; Sustainability and Education; Environmental Education**Research and teaching focus:** Environmental and sustainability education, sociology of/comparative education**Recent publications:**2016 "De códigos, educación y violencia epistemológica: El caso de la herbolaria mexicana" in *Revista Metapolítica*. Puebla: Benémerita Universidad Autónoma de Puebla, 94: 58-63.2015 Arenas, A., Barca, D., Rosemartin Sanchez, D. "Successes and Snags of a Sustainability Course in Higher Education" in *Int. J. of Innovation and Sustainable Development*, 9(3/4), 365-383.2012 Arenas, A., & Vásquez-León, M. (eds.). "Militarism in the Americas" in *Revista de Estudios Universitarios*, 38(1).2010 Barca, D., & Arenas, A. "Words of caution on indigenous knowledge and education" in *Educational Practice & Theory*, 32(1), 5-28.**Number of MA/Ph.D theses supervised in past five years:** 7**Distinctions:** : Co-Director and co-Principal Investigator of the Study of the United States Institute, which brings 40 Indigenous Latin American students a year to the University of Arizona for Leadership Development (2008-present); Appointed member of the Commission on Education and Communication (North America and Caribbean Region) of the International Union for Conservation of Nature (IUCN) (2012-2015); Fulbright Scholar Fellow in Mexico, 2013-2014; Appointed member of the Scientific Committee of the World Environmental Education Congress (2013-2015).**AUSTIN, DIANE***Research Professor, Bureau of Applied Research in Anthropology;**Professor and Director, School of Anthropology***Tenure status:** Continuing **Education:** Ph.D, Natural Resources and Environment, University of Michigan, 1994.**Academic Experience:** 1994-present: Research Anthropologist, Bureau of Applied Research in Anthropology (2005-2014- Associate Research Anthropologist; 2001-2004 - Assistant Research Anthropologist; 1997-2001-Research Scientist; 1994-1997-Research Associate). 2014-present: Professor, School of Anthropology (2005-2014 - Associate Professor, 2001-2004 – Assistant Professor).**Overseas experience:** Mexico **Languages:** Spanish (4)**Regional focus:** Mexico**Percent time devoted to area/international teaching:** 10%**Area studies courses:** N/A**Percent time devoted to area/international research or outreach:** 25%**Research Focus:** Environmental anthropology, environmental education; participatory development; social impact assessment; and collaborative research.**Recent publications:**

2017 Hilton, Amanda and Diane Austin. "Composting Toilets in Nogales, Sonora: Assessing a Neighborhood Project after Seven Years". Report prepared at the Bureau of Applied Research in Anthropology, University of Arizona, Tucson, Arizona. September.

2012 Austin, Diane, Francisco Trujillo, and Edmundo Perez Pino. "From Waste to Resource: Fibrous Concrete as an Alternative to Landfilling and Burning Paper in Nogales, Sonora". Report prepared at the Bureau of Applied Research in Anthropology, University of Arizona and Frente Cívico Nogalense.

2010 "Confronting Environmental Challenges on the U.S.-Mexico Border: Examining a Long-Term Community-Based Participatory Research Program" in *Journal of Community Practice* 8(2):361-395.**Number of MA/Ph.D theses supervised in past five years:** 15**Distinctions:** 2012 Finalist, Border Research Partnership Award for U.S.-Mexico Cross-Border Cooperation and Innovation; Asociación de Reforestación en Ambos Nogales; (2008-); Distinguished Outreach Professor, University of Arizona; Chair (2011-2015) and Invited Member (2008-2010), Good Neighbor Environmental Board; Invited Member, Ambos Nogales Air Quality Task Force, U.S. Environmental Protection Agency Border 2012 Program; UA Coordinator of the Asociación de Reforestación en Ambos Nogales; Collaborator with Venezuelan Office of Indigenous Affairs and Venezuelan Organization of Anthropologists.

**BANISTER, JEFFREY***Associate Research Social Scientist, Southwest Center;**Associate Editor, Journal of the Southwest; Associate Research Professor, School of Geography and Development***Tenure status:** Tenured **Education:** Ph.D. Geography, University of Arizona, 2010; M.A. Latin American Studies, University of Arizona, 1995; M.S. Criminal Justice, Northern Arizona University, 1992.**Academic Experience:** Associate Research Social Scientist, Southwest Center; Associate Editor, Journal of the Southwest, Associate Research Professor School of Geography and Development, University of Arizona (2010-)**Overseas Experience:** Mexico, Ecuador, Peru**Languages:** Spanish (5)**Regional Focus:** Mexico, Southwest, Border**Area studies courses:** Geog 250 Environment and Society in the US-Mexico Borderlands, Geog 375 Metropolitan Tucson, Geog 407 The American Landscape, Geog 408 Arizona and the Southwest.**Research and/or teaching focus:** Political geography; historical and political geographies and ecologies of state formation, rural politics, power, and water control in Mexico and Latin America.**Recent Publications:**2016 "Mexico City's Xochimilco Potable Water System: History and Visual Culture during the Porfiriato" in *Oxford Research Encyclopedias: Latin American History* (J.M. Banister and S.G. Widdifield).2016 "Building Cities, Constructing Citizens: Sustainable Rural Cities in Chiapas, Mexico" in *Journal of Latin American Geography* 15(1): 111-131 (V. Soto and J.M. Banister).2015 "Seeing Water in Early-20th Century Mexico City: Henry Wellge's 'Perspective Plan of the City and Valley of Mexico, D.F., 1906,'" in *Anales del Instituto de Investigaciones Estéticas*, 37(107): 9-37 (J.M. Banister and S.G. Widdifield).**M.A. /Ph.D theses supervised over last five years:** 12**Distinctions:** 2014 Collaborative Research Fellowship, American Council of Learned Societies (total, split between two fellows: \$88,000). (J.M. Banister and S.G. Widdifield); 2014 Fellowship (Spring) Udall Center for Studies in Public Policy (with support from the UA Institute of the Environment); University of Arizona Confluence Center grant (CoPI) "Cultural Dimensions of Transborder Foodsheds: Interdependencies and Vulnerabilities within Sonoran Desert Water and Food Systems," \$25,000, 2011; Fulbright Hays Doctoral Dissertation Research Fellowship, \$22,000, 2007; Dissertation Proposal Improvement Grant, \$1,000, 2005; Tinker Foundation Research Travel Grant, \$600, 2005; Scholarship, Oaxaca Summer History Institute—Hewlett Foundation and University of Arizona, \$1,000, 2003.**BAUER, CARL***Professor, School of Geography & Development; Faculty**Coordinator, UA Graduate Certificate in Water Policy***Tenure status:** Tenured **Education:** Ph.D./M.A. University of California-Berkeley, Jurisprudence and Social Policy, 1995/1990; M.S. University of Wisconsin-Madison, Geography, 1988; B.A. Yale University, Geology 1983.**Academic Experience:** Professor, School of Geography and Development, University of Arizona (2017-), Associate Professor, School of Geography and Development, University of Arizona (2006-2017), Director of Graduate Studies (2008-2012, 2015-); Faculty Coordinator, U. of Arizona Graduate Certificate in Water Policy (2007-); Associate Director, Water Resources Research Center, U. of Arizona (2006-2008).**Overseas Experience:** Argentina, Chile, Spain, Mexico**Languages:** Spanish (5)**Regional Focus:** Argentina, Chile, Mexico**Percent time devoted to area studies courses:** 25%**Percent time devoted to area/international research or outreach:** 75%**Area studies courses:** N/A**Recent Publications:**2018 Sophia Borgias and Carl Bauer, "Trajectory of a divided river basin: Law, conflict, and cooperation along Chile's Maipo River," in *Water Policy*.2017 Carl Bauer and Luis Catalan, "Water, law, and development in Chile/California cooperation, 1960s-1970s," in *World Development*, Vol. 90, pp. 184-198.2016 "Represas y mercados: Ríos y energía eléctrica en Chile," in *Revista de Derecho Ambiental*, Año IV, No. 5, pp. 9-68 (Santiago, Chile).**M.A. /Ph.D theses supervised over last five years:** 12**Distinctions:** 2009, 1st Annual Lecture, Environmental Law and Policy Program, Diego Portales University Law School, Santiago, Chile. 2003, Fulbright Scholar Award for Lecturing / Research, U.S. Dept. of State and Council for International Exchange of Scholars.



**BEAUDRIE, SARA***the Heritage Language Program**Associate Professor of Spanish and Portuguese, Director of*

**Tenure status:** Tenured **Education:** Ph.D. Second-Language Acquisition and Teaching, University of Arizona, 2006; M.A. English as a Second Language, University of Arizona 2002; B.A. Education: Teaching English as a Foreign Language, Instituto Superior del Profesorado Joaquín V. González, Buenos Aires, Argentina, 1999.

**Academic Experience:** Assistant Professor, Spanish and Portuguese Department, University of Arizona (2007-); Visiting Assistant Professor, University of Arizona (2006-2007); Adjunct Faculty, Spanish Department, Pima Community College, Tucson, Arizona (2003-2005).

**Overseas Experience:** Native of Argentina

**Languages:** Spanish (5)

**Regional Focus:** Mexico

**Percent time devoted to area studies courses:** 50%

**Area studies courses:** N/A

**Percent time devoted to area/international research or outreach:** 100%

**Research and/or teaching focus:** Spanish for Heritage Learners, Spanish Applied Linguistics, Bilingual Education, Heritage Language Pedagogy.

**Recent Publications:**

- 2013 Beaudrie, S., Ducar, C. & Potowski, K. Heritage language teaching: Research and practice (under contract-McGraw Hill-Completion date: November 2013).
- 2012 Beaudrie, S. & Fairclough, M. (Eds.). Spanish as a heritage language in Beaudrie, S. (2012). "Research on university-based Spanish heritage language programs in the United States: The current state of affairs." In S.
- 2012 Beaudrie, S. Common Core State Standards and Heritage Language Education: How do they match? Online Newsletter, Heritage Learners Column, (1-3). National Capital Language Resource Center: Washington, D.C.

**Distinctions:** Nomination Distinguished Undergraduate Mentoring Award-College of Humanities, 2011; Marshall Foundation Dissertation Fellowship, Univ. of Arizona, 2006; Herbert E. Carter Travel Award, Univ. of Arizona, 2006; Underrepresented Minority Final Project Fund, Univ. of Arizona, 2005; Graduate Fellowship, Univ. of Arizona, 2005; Foreign Language and Area Studies Fellowship (FLAS), Univ. of Arizona, 2003-2004.

**BECK, SUSAN L.***Professor of Geosciences*

**Tenure status:** Tenured

**Education:** PhD, University of Michigan, 1987; M.S. University of Utah, 1982; B.S. University of Utah, 1979.

**Academic Experience:** Postdoctoral Research Scientist, Lawrence Livermore National Laboratory (1987-1990); Assistant Professor, UA (1990-1995); Associate Professor UA (1996-2000); Professor UA (2000-); Department Head of Geosciences, UA (2001- 2007).

**Overseas experience:** Seismic Field work in Costa Rica, Bolivia, Argentina, Peru, Chile, Ecuador

**Regional focus:** Central and South America; Costa Rica, Bolivia, Argentina, Chile, Peru, Ecuador

**Percent time devoted to area/international teaching:** 15%

**Area studies courses:** N/A

**Percent time devoted to area/international research or outreach:** 60%

**Research and teaching focus:** Orogenic systems, Andean South America subduction zones and the earthquake cycle.

**Recent Publications:**

- 2017 Lynner, C., M. L. Anderson, D. E. Portner, S. L. Beck, and H. Gilbert, Mantle flow through a tear in the Nazca slab inferred from shear wave splitting, *Geophys. Res. Lett.*, 44, 6735–6742.
- 2017 Portner, D. E., S. Beck, G. Zandt, and A. Scire, The nature of subslab slow velocity anomalies beneath South America, *Geophys. Res. Lett.*, 44, 4747–4755.
- 2017 Ward, Kevin M., Jonathan R. Delph, George Zandt, Susan L. Beck, and Mihai N. Ducea, Magmatic evolution of a Cordilleran high plateau flare-up, *Scientific Report*, 7:9047.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 9

**Distinctions:** University of Arizona College of Science Outstanding Advising Award, 1996; Department of Geosciences Advisory Board Outstanding Faculty Award, 2007; American Geophysical Union Fellow, 2014; American Geophysical Union Gutenberg Lecturer, 2014; Geological Society of America Fellow, 2015; Geological Society of America Woollard Award, 2017.



**BEEZLEY, WILLIAM***Professor of History and Latin American Studies***Tenure status:** Tenured **Education:** Ph.D and M.A. History, University of Nebraska. B.A., Chico State College.**Academic Experience:** Assistant Professor of History, State University of New York at Plattsburgh, 1968-1972; North Carolina State University: Assistant Professor of History, 1972-1974, Associate Professor of History, 1974-1982; Professor of History, 1982-1991; Neville G. Penrose Chair of Latin American History, 1989-1998; 2000.**Overseas experience:** Ongoing research in Mexico, 1964-present **Languages:** Spanish (5)**Regional focus:** Mexico, Argentina, Chile **Percent time devoted to area/international teaching:** 100%**Percent time devoted to area/international research or outreach:** 100%**Area studies courses:** Latin America in the Modern Period; Mexico since Independence**Research and teaching focus:** Cultural history, Mexico, Latin American History**Recent publications:**2017 *Problems in Modern Mexican History: Sources and Interpretations*, with Monica Rankin (Rowman Littlefield, and teacher's manual.2015 "Malbec Matters," history of the variety on the website of "The Wines of Argentina." *Mexico--the Essentials* (Oxford University Press).2010 "Performance and Public Sphere: Itinerant Puppet Theatre in Nineteenth-century Mexico City" *The Public Sphere in Mexico*, ed. by Gareth Jones (London: University of London Press, forthcoming).**Number of M.A./Ph.D theses supervised in past 5 years:** 18 Ph.D, 24 M.A.**Distinctions:** Named an Affiliate UNESCO-University and World Heritage Centre; Named to Fulbright Senior Specialists Roster for consultations in Latin America, 2007; Graduate Teaching Award, University of Arizona, Honorable Mention winner, 2004; College of Social and Behavioral Sciences Graduate Teaching Award, University of Arizona, 2002.**BETANCOURT, JULIO***Professor of Geosciences and Geography***Tenure status:** Tenured **Education:** Ph.D. Geosciences and Ecology & Evolutionary Biology, Univ. of Arizona, 1989; M.S. Geosciences, University of Arizona, 1983; B.A. Anthropology, Univ. of Texas, Austin, 1975.**Academic Experience:** Adjunct Professor, Department of Geosciences, Department of Geography & Regional Development, School of Natural Resources, Office of Arid Lands Studies, Laboratory of Tree Ring Research, (1989-)**Overseas experience:** Argentina, Bolivia, Brazil, Chile, Cuba, Mexico, Peru **Languages:** Spanish (5)**Regional focus:** Latin America **Percent time devoted to area/international teaching:** N/A**Percent time devoted to area/international research or outreach:** 25% **Area studies courses:** N/A**Research and teaching focus:** Climate variability impacts on vegetation and surface hydrology**Recent Publications:**2008 McCabe, G.J., Betancourt, J.L., Gray, S.T., Palecky, M. A., Hidalgo, H.G., 2008. Associations of multi-decadal sea-surface temperature variability with U.S. drought: *Quaternary International*. 188: 31-40.2008 Milly, P.C.D., Betancourt, J.L., Falkenmark, M., Hirsch, R.H., Kindzewicz, Z., Lettenmaier, D.P., Stouffer, R.J., 2008, Stationarity is dead: Wither Water Management- Rethinking approached to planning and design in a changing climate. *Science* 319, 573-574.2007 Holmgren, C., Norris, J., Betancourt, J. L. 2007. Inferences about winter temperatures and summer rains from the late Quaternary record of C<sub>4</sub> perennial grasses and C<sub>3</sub> desert shrubs in the northern Chihuahuan Desert. *Journal of Quaternary Science* 22, 141-161.**Number of M.A./Ph.D theses supervised in past 5 years:** 8**Distinctions:** Elected AGU Fellow, 2009; Presidential Rank Service Award from the White House, 2008; W.R. Boggess Award, American Water Resources Association, November 2005 (with Steve Gray and Steve Jackson); Department of Interior, Meritorious Service Award 2002; William Skinner Cooper Award, Ecological Society of America, August 2001 (with Tom Swetnam); Fulbright Senior Scholar Award- Argentina 1994; Department of Interior, Superior Service Award 1994.

**BEZERRA, KÁTIA DA COSTA***Professor and Associate Head of Spanish and**Portuguese, affiliated Lat. Am. Studies and the Graduate Interdisciplinary Program***Tenure status:** Tenured **Education:** Ph.D., University of Minnesota, Hispanic and Luso-Brazilian Literature and Linguistics, 1999; M.A., Univ. of Minnesota, 1995; BA, Universidad Federal Fluminense, Niterói, Rio de Janeiro**Academic Experience:** Visiting Professor, Universidade Federal de Minas Gerais, 1999-2001; Assistant Professor, Univ. de Ciências Humanas em Pedro Leopoldo, 2001; Visiting Professor, Univ. de Federal de Ouro Preto, 2001.**Overseas experience:** Brazil, Spain, Portugal **Languages:** English (5), Portuguese (5), Spanish (3)**Regional focus:** Brazil, Portugal and contemporary Lusophone Africa**Percent time devoted to area/international teaching:** 30%**Percent time devoted to area/international research or outreach:** 20%**Percent time devoted to administration:** 40%**Area studies courses:** Topics in Brazilian, Portuguese, and Lusophone African Literatures and Cultures; Feminist Theory; Urban Space and Race, Globalization.**Research and teaching focus:** Luso-Afro-Brazilian Literatures and Cultures, Urban Studies, Social Justice, and Citizenship, Race and Gender.**Recent Publications:**2017 *Postcards from Rio de Janeiro: Contested Geographies of Citizenship in Favelas*. New York: Fordham University Press.2016 "The Rio de Janeiro Case: Exploring Geographies of Resistance and Domination" in *Literature and the City*. Org. Jeremy Tambling. London: Palgrave, 419-431.2015 "Literatura afro-brasileira: a produção de novas cartografias do espaço urbano." *Mulheres em Letras: Memória, Transgressão, Linguagem*. Org. Aline Alves Arruda et al. Belo Horizonte: FALE/UFMG, 7-17.**Number of M.A. /Ph.D theses supervised in past 5 years:** 4**Distinctions:** Elected member of the Executive Committee of the LLC Global Portuguese Forum (MLA forum); Elected Regional Delegate Central and Rocky Mountain, Modern Language Association (MLA); Elected Member of the Executive Committee, American Portuguese Studies Association (APSA).**BIANCHI, MATÍAS***Adjunct Instructor, School of Government and Public Policy**and Latin American Studies***Tenure status:** Non-Tenure **Education:** Ph.D in Political Science, Sciences PO (2013); Ph.D (Visiting Fellow 2011), Northwestern University; Masters in Public Affairs, Sciences PO (2008); MSc. Latin American Studies, University of Oxford (2006); Bachelor of Arts in Political Science(2003), University of Buenos Aires.**Academic Experience:** School of Government and Public Policy, Center for Latin American Studies, University of Arizona (2013- )**Overseas Experience:** Native of Argentina; France, United Kingdom, Middle East, Europe, and Latin America**Languages:** Native Spanish speaker (5), French (4), Portuguese (3), and English (5)**Regional Focus:** Argentina; Southern Cone**Percent time devoted to area studies courses:** 100%**Percent time devoted to area/international research or outreach:** 50% research and 50% outreach**Area studies courses:** POL/LAS 347 Democracy in Latin America; LAS/POS 364 Development in 20th Century Latin America; POS 562A Natural Resources and International Security in Latin America**Recent Publications:**2017 Editor, "Recuperar la Política: Agendas de Innovación Política en América Latina", *Creative Commons*.2017 Behrend, Jacqueline and Matías Bianchi (2017) "Estructura Económica y Política Subnacional en Argentina" *Cad. CRH*. 2017, vol.30, n.80, pp.217-235.2016 Bianchi, Matías et al. (2016), "Transformaciones en la participación política en América Latina", *Revista Eletrônica de Ciência Política*, vol. 7, n. 2.**Number of M.A. /Ph.D theses supervised in past 5 years:** 3

**BLOCH, STEFANO***Assistant Professor, School of Geography and Development***Tenure status:** Tenure-track      **Education:** Post-Doc. Brown University (Urban Studies); Ph.D. University of Minnesota (Geography); M.A. UCLA (Urban Planning); B.A. UC Santa Cruz (World Literature)**Academic Experience:** University of Arizona, Assistant Professor, 2017-present; Brown University, Senior Research Associate and Presidential Diversity Fellow, 2013-2017**Overseas experience:** Guatemala, Hungary, Italy      **Languages:** English (5), Spanish (3)**Regional focus:** Los Angeles, United States**Area studies courses:** N/A**Research and teaching focus:** Cultural geography, policing and gangs, subcultures, graffiti, Chicano/urbanism, autoethnography**Recent Publications:**

- 2016 "Place-based Elicitation: Interviewing Graffiti Writers at the Scene of the Crime," in *Journal of Contemporary Ethnography*.
- 2016 "Why Do Graffiti Writers Write on Murals: The Birth, Life, and Slow Death of Freeway Murals in Los Angeles," in *International Journal of Urban and Regional Research*.
- 2016 "Challenging the Defense of Graffiti in Defense of Graffiti," in *Routledge Handbook of Graffiti and Street Art* (J. Ross, Ed.).

**BRAITBERG, VICTOR***Assistant Professor in the Honors College, Adjunct Assistant**Professor of Anthropology***Tenure status:** Non-tenure  
Hill, 2002.**Education:** Ph.D. Cultural Anthropology, University of North Carolina, Chapel**Academic Experience:** Assistant Professor Honors Interdisciplinary Faculty;  
Adjunct Assistant Professor of Anthropology, University of Arizona**Regional Focus:** U.S.-Mexico Border, Southern and Southwest United States**Area studies courses:** ANTH 444 Introduction to Medical Anthropology, ANTH 571 Applied Anthropology in Western Contexts, HNRS 150B2 Exploring Electronic Presence: From the Telegraph to Twitter, HNRS 150C1 Knowledge, Power, Nature, HNRS 205H Cultures of Surveillance, HNRS 206 Bodies and Machines, HNRS 396H Dying in Our Backyard: Migrant Deaths and Structures of Violence, HNRS 393 Internship in Health and Human Values, HNRS 393 Introduction to Social Medicine, HNRS 250 Methods in Health and Human Values.**Research and/or teaching focus:** medical anthropology, science and technology studies, surveillance studies, social inequality, governmentalities of health, imaginaries of information and communication, cultures of expertise, political economy of rural and indigenous health care, history of science, technology, and medicine, history of cybernetics and space technology, history of cold war anthropology and politics of development, social theory, political economy and human impact of border control policies and practices.**Recent Publications:**

- 2007 Braitberg, Victor. "Picturing Personhood: Brain Scans and Biomedical Identity." *Medical Anthropology Quarterly*. 21.4: 409-411.
- 2002 Braitberg, Victor E. "Liberators, Innovators, and Experts: Struggles for the Telemedical Future in the Shadow of Neoliberal Reform." Diss. University of North Carolina, Chapel Hill.

**Distinctions:** Created Human Rights Action-Research Internship for Honors students to contribute to The Colibrí Center for Human Rights; Helped create the Honors College Health and Human Values minor and direct the internship program; Ongoing collaboration with Jeremy Greene (History of Medicine, Johns Hopkins U) on project "Innovation on the Reservation: Information Technology and Health Systems Research in the Tohono O'odham Nation".

**BRESCIA, MICHAEL***Curator of Ethnohistory, Arizona State Museum, also Affiliated**Latin American Studies, History, and James E. Rogers College of Law***Tenure status:** Continuing Status **Education:** Ph.D., Latin American History, 2002; M.A. Latin American History, 1993, University of Arizona; B.A. in History, West Virginia University.**Academic Experience:** Assistant Professor of History, State University of New York at Fredonia, 2000-2005; Assistant Curator of Ethnohistory, 2005-2009; Associate Curator of Ethnohistory, 2009-2016; and Curator of Ethnohistory 2016-present.**Overseas Experience:** Lived in Mexico, Spain, and Canada **Languages:** Spanish (5)**Regional Focus:** Mexico, U.S.-Mexico Borderlands**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 75%**Area studies courses:** History of Colonial Mexico (Hist 368), Mexico Since Independence (hist 369), Southwest Land, Culture and Society (Anthro/LAS 518), Comparative History of North America (hist 150c5)**Research and teaching focus:** Ethnohistory, colonial and modern Mexico, Borderlands, Southwest**Recent Publications:**

- 2016 Brescia, M., and Michael C. Meyer. 2016. "Natural Resources and the Law in Hispanic Arizona." *Journal of the Southwest* 58, no. 1, Spring.
- 2015 "Agrarian Lifeways and Judicial Transitions for Hispanic Families in Anglo California." *California Legal History* 10.
- 2015 "Bridging Troubled Waters: Historians, Natural Resource Litigation, and the Expert Witness Phenomenon," in "The Historian as Expert Witness," ed. Michael M. Brescia, special issue, *The Public Historian* 37, no. 1, February.

**Distinctions:** The 2018 Wayne N. Aspinall Chair in History, Colorado Mesa University, Grand Junction, Colorado; Arizona Historical Records Advisory Board Grant (AHRAB), to assess the Rev. Charles W. Polzer, S.J. Papers housed in the Arizona State Museum, 2017-2018; Los Angeles Corral of Westerners Research Fellowship, Autry Museum of the American West, Los Angeles, California, 2015; Jerome I. Braun Prize in Western Legal History, given by the Ninth Judicial Circuit Historical Society for best essay, 2014; Leadership in History Award of Merit of the American Association for State and Local History (AASLH) for exhibit, Many Mexicos: Vistas de la Frontera, 2012; Fulbright Carlos Rico Scholar Award for North American Studies, 2011-2102; and the SUNY Chancellor's Award for Internationalization, 2004 (as a history professor at SUNY Fredonia).

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**BREWER-OSORIO, SUSAN***Assistant Professor of Latin American Studies***Tenure status:** non-Tenure **Education:** Ph.D. (2014) and M.A. (2007), Foreign Affairs, University of Virginia; B.A., Political Science and B.S., Sociology (2004), Stetson University**Academic Experience:** Assistant Professor, University of Arizona, 2018- ); Assistant Professor, Hobart and William Smith Colleges, Geneva, NY (2015-2018); Visiting Professor, College of William & Mary, Williamsburg (2013-2015); Adjunct Professor, University of Virginia, Charlottesville, VA (2012-2013).**Overseas Experience:** Colombia, Bolivia, Venezuela, Mexico, and Panama**Languages:** Spanish (5) **Regional Focus:** Andean South America**Percent time devoted to area/international teaching:** 40%**Percent time devoted to area/international research or outreach:** 60%**Area studies courses:** LAS 364, Development in 20th century Latin America; LAS 348, Drug Wars and Oil Fortunes in Latin America**Research and teaching focus:** drug policy, illicit markets, and contentious politics in Andean South America; Bolivia: contentious politics, social movements, and democracy; Colombia: crime-conflict nexus; demobilization and peace process**Recent Publications:**

- 2018 "Narcotization as Security Dilemma: The FARC and the Drug Trade in Colombia," in *Studies in Conflict & Terrorism*
- 2012 "A Tale of Two Paramilitaries: The Political Economy of Local Paramilitary Rule in the Magdalena Medio, Colombia," in *The Latin Americanist Annals*, 56(1) (2012), pp. 36-56

**Distinctions:** 2011 Fellow of the Drugs, Security, and Democracy (DSD) program of the Social Science Research Council and Open Society Foundations

**BROWNING-AIKEN, ANNE***School of Anthropology and English Department**Writing Program***Tenure status:** Non-Tenure      **Education:** Ph.D., University of Arizona, 2000; M.A., University of North Carolina; B.A., Northwestern University.**Academic Experience:** Instructor in School of Anthropology and English Dept. Writing Program; Program Manager and Senior Researcher, Udall Center for Studies in Public Policy, University of Arizona, Tucson, AZ, 8/00-present.**Overseas Experience:** Regular Field work in Mexico; travel in Brazil (Fulbright 2010) and Caribbean.**Languages:** Spanish (5) and Portuguese      **Regional Focus:** Mexico, U.S.-Mexico Border, Brazil**Percent time devoted to area/international teaching:** 75%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** U.S.-Mexico Border Culture, Development Policy and Theory, General Anthropology**Research and teaching focus:** ECOSTART, Brazil and Mexico (mining and environmental history, gestion social and water policy); Ecuador, *gestión social* and Climate and water vulnerability index;. Honors Composition Spring 2014 Using Writing & Text Analysis to Explore Socio-environmental Resource Issues and Collaborative Solutions**Recent Publications:**

2014    Browning-Aiken, Anne and Heejun Chang. U.S. National Committee for the UNESCO International Hydrological Programme has issued a Monograph on the Science and Practice of Integrated River Basin Management: "Lessons from North and Central American UNESCO-HELP Basins."

2012    "The Gap between Economic Policy and Sustainable Use of Natural Resources: Water Case Studies in Sonora, Mexico." In *Neoliberalism and Commodity Production in Mexico*, eds. Thomas Weaver, Anne Browning-Aiken, James Greenberg, and William Alexander. Colorado State Press.**Distinctions:** Co-PI, Use of Climate-Information Products by Water Managers and Other Stakeholders NOAA/OGP Program Element I, "GEWEX Americas Prediction Program" (GAPP) (\$265,000) 2003-2006; Fulbright Grant 2010.**BUECHLER, STEPHANIE***Assistant Research Professor, Udall Center for**Studies in Public Policy and School of Geography and Development***Tenure status:** Continuing eligible      **Education:** PhD in Sociology-Binghamton University 2001; MPA Cornell University 1992; BA in Political Science-Haverford College 1989**Overseas Experience:** India, Mexico, Bolivia, Honduras, Switzerland, Spain**Languages:** English (5), Spanish (5), German (2), Italian (3)**Regional Focus:** U.S. Southwest, Mexico, Bolivia, Honduras, India, Nepal**Percent time devoted to area studies courses:** 50%**Area studies courses:** N/A**Percent time devoted to area/international research or outreach:** (for example) 50%**Research and teaching focus:** Gender issues in: rural agricultural livelihoods; water management; adaptation to climate change; large and small renewable energy projects and women's lives and livelihoods; social/institutional/health issues in water resource management; food security; urbanization, water, and development**Recent Publications:**2014    Leigh Anne Schmidt and Stephanie Buechler. "Honduran Boys Confronting Adversity: Urban Multi-locality and Kin Mobilization" in *Children's Geographies*. 12(2).2013    Christopher Scott and Stephanie Buechler. "Environmental and Social Change in the U.S. Mexico Borderlands: Climate, Water, and Demographic Futures" in *Ecosphere*.2012    "Sustainability of Gendered Agricultural Production in the Context of Water Scarcity and Climate Change on the Mexican Border with the United States" in María Luz Cruz Torres and Pamela McElwee (eds.) *Gender, Natural Resources and Sustainability: Critical Case Studies from the Americas and Asia*. University of Arizona Press.**Distinctions:** January 2018 speaker for 'New Directions in Ecofeminisms' panel UNCG; Spring 2015 Geographical Perspectives on Women book prize winner; October 2013 Climate Justice Event Ohio State University key speaker; 2009-2010 Fulbright fellow; 2009-Magellan Circle Award; 2001-Dissertation Year Fellowship Award, Binghamton University; 1997-2000-IWMI funding for stipend, dissertation research expenses, write-up; 1991-Beatrice Brown Award for Master's thesis, Cornell University.

**BUIZER, JAMES**

*Professor, School of Natural Resources and the Environment;  
Director of Climate Adaptation and International Development; Deputy Director, Institute of the Environment*

**Tenure status:** Tenured      **Education:** MA in Marine Affairs, School of Marine Affairs, University of Washington (1984); Graduate Certificate, Integrative Program in Administration, Graduate School of Business, University of Washington (1983); BS, Department of Oceanography, University of Washington (1982)

**Overseas experience:** The Caribbean, South and Southeast Asia, West Africa

**Languages:** English (5), Spanish (5), Portuguese (3)

**Regional focus:** Caribbean, Brazil, Ecuador, Peru & Amazon

**Percent time devoted to area/international teaching:** 25%

**Percent time devoted to area/international research or outreach:** 25%

**Area studies courses:** N/A

**Research and teaching focus:** Climate adaptation and sustainability, global change management

**Recent Publications:**

- 2016 Rountree, V., Buizer, J., de Steiguer, J.E. "Mainstreaming Climate Adaptation in Caribbean Island Country Partnership Strategies: Progress or Stagnation?" (In review, submitted to Climate and Development February 2016)
- 2016 Jacobs, K.L., J.L. Buizer and S.C. Moser, 2016. The Third US National Climate Assessment: Innovations in Science and Engagement.
- 2016 Jacobs, K., and J.L. Buizer, 2016. Foreword to Climate in Context: Science and Society Partnering for Adaptation. New York, Wiley.

**Distinctions:** As Convening Lead Author, led the production of Preparing the Nation for Change: Building a Sustained National Climate Assessment Process, as recommendations to the U.S. Government from the National Climate Assessment Development and Advisory Committee. September 2013; Designed and launched the University Center for Integrated Solutions to Climate Challenges, ASU, 2011.

**BYRNE, KEVIN**

*Assistant Professor of Theatre Studies, School of Theatre,  
Film and Television*

**Tenure status:** Tenure-eligible      **Education:** Ph.D. City University of New York Graduate Center

**Overseas experience:** None      **Languages:** English

**Regional focus:** None      **Academic Experience:** Assistant Professor, University of Arizona; Visiting Assistant Professor, Hunter College; Adjunct Professor, New York University; Adjunct Professor, Marymount Manhattan College

**Percent time devoted to area/international teaching:** 0%

**Percent time devoted to area/international research or outreach:** 15%

**Area studies courses:** N/A

**Number of M.A. /Ph.D theses supervised in past 5 years:** Committee member on four MFA thesis projects

**Research and teaching focus:** Race theory and race studies; Minority drama and performance; Racial representation in US culture

**Recent Publications:**

- 2016 "The Tautology of Blackface and the Objectification of Racism: A 'How-To' Guide." *The European Legacy* 21, no. 7.
- 2016 "Changes, Constants, Constraints: African American Theatre History Scholarship." *The Journal of American Drama and Theatre* 28, no. 1.

**Distinctions:** Affiliated Faculty Competitive Research Grant, Department of Africana Studies, Spring 2016

**CARROLL, TRACY***Community Medicine, College of Medicine**Clinical Faculty, Department of Family and***Tenure status:** Non-Tenured**Education:** B.S. Northern Arizona University; MPH, UA.**Overseas experience:** Mexico, Central America, China**Languages:** English (5), Spanish**Regional focus:** Latin America**Percent time devoted to area/international teaching:** 30%**Percent time devoted to area/international research or outreach:** 30%**Area studies courses:** Border and Refugee Health (College of Medicine), Global Health (Department of Family and community Medicine)**Research and teaching focus:** Border health and economic justice, international health**Recent Publications:**2013 "Elder Care; a Resource for Interprofessional Providers; Using Canes as an Ambulation Aid" in *The Arizona Geriatrics Society*, Vol 18 Number 1-July 20132004 *How To Understand, Treat And Prevent Overuse Conditions Of The Arm. A Comprehensive Guide for Health and Exercise Professionals.* Desert Southwest Fitness Publications. 209 pages. Published March 2004.**Distinctions:** Clinical Preceptor, University of Arizona Refugee Clinic; Coordinator of College of Medicine's annual summer course on Global Health. Founding and working Board member of EnComún de la Frontera in Nogales, Sonora Mexico.**CARVAJAL, SCOTT***Associate Professor of Health Promotion Sciences, Latin American Studies & Psychology; Chair, Health Behavior Health Promotion Section, College of Public Health***Tenure status:** Tenured**Education:** MPH, University of Texas School of Public Health, Health Promotion/Health Education, 1997; Ph.D. University of Houston, Social Psychology, 1996; M.A. University of Houston, Psychology, August, 1995; B.A. University of Texas at Austin, Psychology, May, 1992.**Academic Experience:** Univ. of Arizona: Associate Professor of Health Promotion Sciences and Chair, Health Behavior Health Promotion, Mel & Enid Zuckerman College of Public Health, (2010-). Mexican American Studies and Research Center: Associate Professor 2006-2009, Assistant Professor 2002-2006, Associate Research Professor 2000-2002.**Overseas Experience:** Spanish Language Program in Costa Rica; research and conferences in Mexico.**Languages:** Spanish (2)**Regional Focus:** U.S./Mexico Border Region, Central American and Caribbean.**Percent time devoted to area/international teaching:** 20%**Area studies courses:** N/A**Percent time devoted to area/international research or outreach:** 20%**Research and teaching focus:** Health Issues for Latino Migrants in the U.S.; Health and human rights issues in communities in the U.S.-Mexico Border; PI/Director of the Arizona Prevention Research Center, which focuses on research and infrastructure development with community and policy partners in the US-Mexico border region.**Recent Publications:**2017 Rosales, C. B., de Zapien, J. E., Chang, J., Ingram, M., Fernandez, M. L., Carvajal, S. C., & Staten, L. K., "Perspectives on a US-Mexico Border Community's Diabetes and "Health-Care" Access Mobilization Efforts and Comparative Analysis of Community Health Needs over 12 Years," in *Frontiers in public health*, 5, 152.2016 Rosales, C. B., Carvajal, S., & de Zapien, J. E., "Editorial: Emergent Public Health Issues in the US-Mexico Border Region" in *Frontiers in public health*, 4, 93.2016 Herman, P., Ingram, M., Rimas, H., Carvajal, S., and Cunningham, CE, "A Comparison of Methods for Capturing Patient Preferences for Delivery of Mental Health Services to Low-Income Hispanics Engaged in Primary Care" in *The Patient: Patient-Centered Outcomes Research*.**Distinctions:** Invited Senior Faculty, National Institute of Minority Health and Health Disparities, National Institutes of Health, Summer 2016; Excellence in Research Award, Mel and Enid Zuckerman College of Public Health, 2014; Member, Cancer Prevention and Control Division, Arizona Cancer Center; Regular member, Community Influences on Health Behavior (CIHB) Study Section of Health of the Population (HOP) Integrated Review Group, CSR-National Institutes of Health; Inaugural Martin E.P. Seligman Award for Outstanding Dissertation Research on the Science of Optimism and Hope (American Psychological Association and John Templeton Foundation).

**CARNEY, MEGAN***Assistant Professor, School of Anthropology***Tenure status:** Tenure-eligible  
Barbara) B.A. 2006 (UCLA)**Education:** Ph.D. 2012 (UC Santa Barbara) M.A. 2009 (UC Santa**Academic Experience:** Assistant Professor, UA (2017- ); Lecturer, University of Washington (2014-2017); Postdoctoral Fellow, ASU (2013-14); Postdoctoral Lecturer, University of Washington (2012-13); Lecturer, UC Santa Barbara (2010-2012)**Overseas experience:** Italy (research and study abroad), Japan (teaching), Argentina (study abroad)**Languages:** English, Spanish, Italian**Regional Focus:** Western US, Latin America, Mediterranean **Percent time devoted to area studies course:** 10%**Percent time devoted to area/international research or outreach:** 20%**Area studies courses:** Mediterranean Borderlands**Research and teaching focus:** transnational migration, migrant health, food insecurity, social movements**Recent publications:**2017 “‘Back There We Had Nothing to Eat’: Mexican and Central American Households in the U.S. and Transnational Food Security.” *International Migration* 55(4).2015 Minkoff-Zern, L.A. and Carney, M.A. “Latino Im/migrants, Dietary Health, and Social Exclusion: A Critical Examination of Nutrition Interventions in California.” *Food, Culture, and Society* 18(3): 463-480.2015 “Eating and Feeding at the Margins of the State: Barriers to Healthcare for Undocumented Migrant Women and the ‘Clinical’ Aspects of Food Assistance.” *Medical Anthropology Quarterly* 29(2): 196-215.**Director of Ph.D. Dissertations:** 2**Distinctions:** Rudolf Virchow Award for Best Paper, Professional Category, Critical Anthropology of Global Health (2017); CHOICE Book Award for Outstanding Academic Title of 2015; Anthropology Works the Best Dissertations in Cultural Anthropology (2012)**CARVALHO, ANA MARIA***Associate Professor of Portuguese and Spanish, SLAT,**& Latin American Studies***Tenure status:** Tenured**Education:** Ph.D Hispanic Linguistics, University of California at Berkeley, 1998; M.A. in Brazilian Literature, University of Georgia, 1991; B.A. in Liberal Arts with concentration in Translation (major) and Portuguese (minor), Faculdade Ibero-Americana de Letras e Ciencias Humanas, São Paulo, Brazil**Academic Experience:** Lecturer in Portuguese, City College of San Francisco, 1996-1997; Lecturer in Portuguese, Stanford University, Spring, 1997; Assistant Professor, UA, 1998-2006**Overseas experience:** Extensive field work in Uruguay; native of Brazil**Languages:** Portuguese (5); Spanish (5)**Regional Focus:** Latin America, Brazil, Uruguay **Percent time devoted to area/international teaching:** 100%**Percent time devoted to area/international research or outreach:** 100%**Area studies courses:** Portuguese Phonetics and Phonology; Introduction to Hispanic Sociolinguistics; Language Variation and Change, Languages in Contact**Research and teaching focus:** Sociolinguistics, Spanish/English contact, Portuguese/Spanish contact, language change, third language acquisition and teaching. Language pedagogy**Recent publications:**2015 Carvalho, Ana Maria, Rafael Orozco, Naomi Shin (Eds.). *Subject Personal Pronouns in Spanish: a cross-dialectal perspective*. Washington D.C.: Georgetown University Press.2014 Amaral, Patrícia; Ana Maria Carvalho. *Portuguese/Spanish Interfaces*. Philadelphia: John Benjamins Press2011 Colina, Sonia; Olarrea, Antxon, Carvalho, Ana Maria (Eds.). *The Romance linguistics continuum: crossing boundaries and linguistic categories. Selected Papers of the 39th Linguistic Symposium on Romance Languages*. John Benjamins.**Director of Ph.D. Dissertations:** 9**Distinctions:** Associate Editor of Studies in Hispanic and Lusophone Linguistics (coordinate review of submissions in sociolinguistics) (2006- ); College of Humanities Distinguished Advising and Mentoring Award, 2002.



**COLE, JULIA***Professor of Geosciences***Tenure status:** Tenured **Education:** Ph.D., Geological Science, Columbia University, 1992; M. Phil. Geological Sciences, Columbia, 1991; M.A. Geological Sciences, Columbia, 1987; Sc.B, Brown University, 1985.**Academic Experience:** University of Arizona, Geosciences: Full Professor (2009-), Associate Professor (2002-2009), Assistant Professor (1999-2002); Assistant Professor, Department of Geological Sciences, University of Colorado, 1995-1999; Research Assoc., Institute of Arctic and Alpine Research, University of Colorado, 1992-1999.**Overseas Experience:** Venezuela, Ecuador, Mexico, East Africa, central Pacific islands.**Languages:** Spanish (3) **Regional Focus:** Tropical (Venezuela, Ecuador)**Percent time devoted to area/international teaching:** 75% (my teaching emphasizes global phenomena)**Percent time devoted to area/international research or outreach:** 75% (global and Galapagos research)**Area studies courses:** Global Change, Ocean Sciences, and Paleoclimatology**Research and teaching focus:** Climate and environmental change, coral reefs, drought**Recent Publications:**

- 2014 Ault, T., J.E. Cole, J.T. Overpeck, G. Pederson, and D. Meko, "Assessing the risk of persistent drought using climate model simulations and paleoclimate data" in *Journal of Climate*.
- 2013 Ault, T., J. E. Cole, J. Overpeck, G. T. Pederson, S. St. George, B. Otto-Bliesner, C. Woodhouse, and C. Deser 2013, "The continuum of hydroclimate variability in western North America during the past millennium" in *Journal of Climate* 26 (16), pp. 5863-5878.
- 2013 Conroy, J. L., J. T. Overpeck, J. E. Cole, K.-B. Liu, L. Wang, and M. N. Ducea, "Dust and temperature influences on glaciofluvial sediment deposition in southwestern Tibet during the last millennium" in *Global and Planetary Change* 107, 132-144.

**Distinctions:** AAAS Climate Science Panel; CLIVAR working group on ENSO Diversity; Board member and Scientific Advisor, Pinhead Institute, a community science-education organization; *Energy and Climate Partners for the Americas fellow*, US Department of State, 2011-2013; *NRC Committee on Challenges and Opportunities for International Science at the USGS*, 2010-2012; *Fellow, ARC Centre of Excellence in Climate System Science*, Univ. Melbourne, 2013; *Adjunct Scientist*, Charles Darwin Research Station, Galapagos, 2010-2013; *Udall Fellowship* in environmental policy, 2012; *Google Science Communication Fellow*, 2011.

**COLINA, SONIA***Professor, Spanish & Portuguese***Tenure status:** Tenure-eligible **Education:** Ph.D.**Academic Experience:** University of Arizona, 2006-2018, Arizona State University 1997-2006, Indiana University 1995-1997**Overseas Experience:** Spain, Chile, Mexico **Regional Focus:** translation studies (general) and phonological variation (work on Ecuadorian Spanish Phonology, Mexican/Sonoran Spanish Phonology, General Spanish Phonology, Galician Phonology)**Percent time devoted to area studies courses:** Spanish 75%**Percent time devoted to area/international research or outreach:** 100% (international)**Area studies courses:** Span Phonology 1, Span Phonology 2, Span Phonology 3, SPAN 585 Intro to translation Studies**Research and/or teaching focus:** Translation Studies, Spanish Phonology**Recent Publications:**

- 2017 Bessett, Ryan M. & Colina, Sonia. "Spanish 'depalatalization': the synchronic, diachronic and perception perspectives." in *Borealis-An International Journal of Hispanic Linguistics* [S.I], v. 6, n.1, pp. 223-241.
- 2017 Coco, Laura, Colina, Sonia, Atcherson Samuel R. and Nicole Marrone. 2017. "Readability Level of Spanish-Language Patient-Reported Outcome Measures in Audiology and Otolaryngology." *American Journal of Audiology* 17: 1-9.
- 2016 Colina, S., Marrone, N., Ingram, Maia, Sánchez, D. 2016. "Translation Quality Assessment in Health Research: A functionalist alternative to back-translation" in *Evaluation and the Health Professions*. 1-27.

**Number of M.A. /Ph. D theses supervised in past 5 years:** 2**Distinctions:** 2009 National Hispanic Medical Association, National Leadership Award.

**COLOMBI, BENEDICT***Associate Professor of American Indian Studies***Tenure status:** Tenured **Education:** Ph.D. Anthropology, Washington State University, 2006; M.A. Anthropology, University of Idaho, 2001; B.A. Anthropology, University of Colorado, 1992.**Academic Experience:** Dept. of American Indian Studies, Anthropology, Geography and Development, School of Natural Resources and Environment, Institute of the Environment, University of Arizona (2007-)**Overseas Experience:** Chile, Mexico **Regional Focus:** Southwestern U.S./Northern Mexico, Chile**Area studies courses:** AIS 160A1 Many Nations of Native America, AIS 441A Natural Resource Management in Native Communities**Research and/or teaching focus:** Indigenous peoples, resource management, watersheds, sustainability, and globalization. Complex human-environmental problems.**Recent Publications:**

- 2016 Colombi, Benedict J, "Kamchatka: Documenting Climate Change and Strengthening Cross Cultural Heritage through the Use of Indigenous Google Mapping Technologies" in *Anthropology and Climate Change: From Encounters to Actions*. Second Edition. Susan Crate and Mark Nuttall (editors). Walnut Creek: Left Coast Press.
- 2014 Maldonado, Julie Koppel, Benedict J. Colombi, Rajul Pandya, *Climate Change and Indigenous Peoples in the United States: Impacts, Experiences and Actions*. Berlin, Germany: Springer Verlag Press.
- 2013 Ween, Gro and Benedict J. Colombi. "Two Rivers: The Politics of Wild Salmon, Indigenous Rights and Natural Resources Management" in special issue, Endangered Human Diversity: Languages, Cultures, Epistemologies. *Sustainability* 5(2):478-495.

**Number of M.A. /Ph.D. theses supervised in past 5 years:** 7**Distinctions:** Faculty Fellow, The Udall Center for Studies in Public Policy, 2010-11; Fellow, The Society for Applied Anthropology (2010-); The Bill Alspach & Dave Engerbretson Memorial Fellowship for Dissertation Research, 2006; Wiley Dissertation Research Exposition Award, Humanities, Social and Political Sciences, 2005.**COMBS, MARY-CAROL***Professor, Department of Teaching, Learning and**Sociocultural Studies, College of Education***Tenure status:** Tenured **Education:** Ph.D. University of Arizona; M.A.T. Georgetown University; B.A. University of Michigan**Academic experience:** Coordinator of the College of Education's Structured English Immersion Teacher Training Program (2004-Present); Instructor of Bilingual Education and Structured English Immersion (Foundations, Methods, Curriculum Development), Language Planning and Policy, Migration and Language, Critical Pedagogy**Languages:** Spanish, German**Regional focus:** U.S. Mexico Borderlands (schooling, policies and pedagogy)**Percent time devoted to area/international teaching:** 40%**Percent time devoted to area/international research or outreach:** 40%**Area studies courses:** Foundations of Structured English Immersion; Methods of English Immersion; Foundations of Bilingual Education; Indigenous Language Policy and Politics; Indigenous Language Revitalization, Critical Race Theory, Language, Culture and Race in Education, Immigration and Education**Research focus:** Language and literacy development of bilingual students; Educating undocumented students; State and federal language in education policies, school funding and language policy.**Selected publications:**

- 2018 Ovando, C. J. & Combs, M.C. *Bilingual and ESL classrooms*, 6th Ed. Lanham: Rowman & Littlefield.
- 2016 Combs, M.C. & Nicholas, S.E. "Language, voice and empowerment frameworks," in N. Hornberger (Ed.), *Honoring Richard Ruiz and his work on language planning and bilingual education*. Bristol, England: Multilingual Matters.
- 2014 Combs, M.C., DaSilva Iddings, A.C. & Moll, L.C., "21st Century linguistic Apartheid: English language learners in Arizona public schools," in P. W. Orelus (Ed.), *Affirming language diversity in schools and society: Beyond linguistic Apartheid* (pp. 23-34). New York: Routledge.

**M.A. /Ph.D theses:** 14**Distinctions:** Grants from the Spencer Foundation, Earl Warren Institute for Justice (University of California, Berkeley), League of United Latin American Citizens, Pima County Research Collaborative, University of Arizona Vice President for Research and Graduate Studies/College of Education Outstanding Educator, College of Education Outstanding Teaching and Mentoring Award, LRC Spirit Award, LULAC/FBI Outstanding Community Service.

**COMESAÑA, JUAN***Associate Professor of Philosophy***Tenure status:** Tenured      **Education:** Ph.D. Philosophy, Brown University, 2003; Licenciatura in Philosophy, Universidad de Buenos Aires, Argentina, 1996.**Academic Experience:** University of Arizona (2009- ), University of Wisconsin, Madison (2003-2009)**Overseas Experience:** Born in Argentina, Academic work also in Mexico, Brazil      **Languages:** Spanish (5)**Regional Focus:** Argentina, Mexico, Brazil**Area studies courses:** N/A**Percent time devoted to area/international research or outreach:** 30**Research and/or teaching focus:** epistemology, metaphysics and metaethics; strong ties to philosophical communities in Argentina, Mexico, and Brazil, giving talks or teaching.**Recent Publications:**2018 "Rationality and Truth" (with Stewart Cohen), forthcoming in Dutant and Dorsch (eds.), *The New Evil Demon Problem*, Oxford University Press, forthcoming.2018 "A Plea for Excuses", forthcoming in *Philosophy and Phenomenological Research*.2015 "Normative Requirements and Contrary-to-Duty Obligations," in *Journal of Philosophy*, 112, n. 11.**Distinctions:**

Vilas Associate Award, Graduate School, University of Wisconsin-Madison, 2008-2010.

Visiting Fellow, Australian National University, 2016-2017

**COMPITELLO, MALCOLM***Professor and Chair of Spanish and**Portuguese, also Latin American Studies, Comparative Cultural and Literary Studies.***Tenure status:** Tenured      **Education:** Ph.D., Hispanic Lit., Indiana; M.A and B.A. St John's University**Academic experience:** Assistant Professor of Romance and Classical Languages, Michigan State University, 1977-1981; Associate Professor of Romance and Classical Languages, MSU, 1981-1986; Professor of Romance and Classical Languages, MSU, 1986-1995; Professor, UA, 1995-present.**Overseas experience:** Spain (1971- ), Chile, Mexico, Italy, France**Languages:** Spanish (5), French (2), Italian (1)**Percent time devoted to area/international teaching:** 75%**Percent time devoted to area/international research or outreach:** 75%**Area studies courses:** Spanish language, modern Spanish and Latin America literature and cultural and urban studies, Hispanic film, Arts and Politics of Latin America (General education).**Research and teaching focus:** Hispanic Cultural Studies and Geography. Language Department Administration.**Recent publications:**2018 "From the Classroom to the World and Back Again: Cultural Studies as Mediator of Curricular and Global Change." (forthcoming) *ADFL Bulletin* 44.22017 "Urban Fortunes: Spatializing the Community of Money in Alex de la Iglesia's *La comunidad*." In *Journal of Urban Cultural Studies* 4.1-2: 155-175.2015 "Notes on the Renegotiation of Hispanic Studies as a Canon" in *ADFL Bulletin* 43.1 with Susan Larson and Benjamin Fraser**Number of M.A. /Ph.D theses supervised in past 5 years:** 15**Distinctions:** Association of Departments of Foreign Languages (ADFL) Award for Distinguished Service to the profession; Merle E. Simmons Distinguished Alumni, Department of Spanish and Portuguese, Indiana University, 2015; University of Arizona Excellence in Global Education Award, 2011 2012; Silver Medal for Distinguished Collaboration from the Franklin Institute for North American Studies, University of Alcalá de Henares, 2012; Grant from Vice President for Outreach and Global Initiatives for joint program in Spanish Creative Writing; Distinguished Visiting Professor of Spanish University of Verona, Italy, 2009; Executive Editor Arizona Journal of Hispanic Cultural Studies; Executive Committee Association of Departments of Foreign Languages 2002-2005; President, Association of Departments of Foreign Languages 2005; UA LAS Curriculum Committee; UA Fulbright committee.

**CORNIDE, ANA***Assistant Professor, Spanish and Portuguese*

**Tenure status:** Tenure-eligible      **Education:** Ph.D. Spanish, University of Virginia, 2011; M.A. Latin American Literature, Universidad Complutense de Madrid, Spain, 2003; B.A. Licenciatura in Hispanic Philology, Universidad Complutense de Madrid, Spain, 2001.

**Academic Experience:** University of Arizona (2014- )

**Overseas Experience:** Spain, Argentina

**Languages:** Spanish (5), Italian (3), Portuguese (3), Latin (2)

**Regional Focus:** Latin America

**Area studies courses:** The Fantastic Body: Fictions of Exception in Contemporary Latin American Narrative and Film; Vendidas, Translocas, y Cabareteras: Humoring Resistance on the Transnational Stage; Humoring Gender and Resistance in Latin American Narrative and Film; U.S. Latina/o and Latin American Performance Art; Nation, Power, and Gender in Latin American Theater; Woman and Self-Reflective Writing in Contemporary Latin American Narrative; Latin American Short Story.

**Area studies courses:** N/A

**Research and/or teaching focus:** Portrayals of gender and sexuality in contemporary Spanish and Latin American performance arts and film

**Recent Publications:**

2012 “Cuerpos ajenos: raza y género en el cine de inmigración español contemporáneo.” En *La cultura en tiempos de desarrollo: violencias, contradicciones y alternativas*. Ed. Nuria Girona. Universidad de Valencia, Valencia: 169-194.

2009 “El didactismo Cristiano en Lealtad a un Juramento de Ángela Grassi.” In *Stichomythia. Revista de Teatro Contemporáneo*. (May):6-18.

2007 “Siempre tandremos abril: aproximación al cuento breve venezolano.” *Arteletra* 7 (August): 46-53.

**Distinctions:** Professional Development Fund (Earlham College) Writing Grant. 2013, and Research Grants 2008-2010; Ford and Knight Foundations Student/Faculty Collaborative Research Grant, 2010; Latin American Studies Research Fellowship, University of Virginia, 2006.

**CYR, JENNIFER***Associate Professor of Government and Public**Policy and Latin American Studies*

**Tenure status:** Tenured      **Education:** Ph.D. Political Science, Northwestern University (2012), M.A. Political Science, Northwestern University (2008), M.A. Latin American and Caribbean Studies, Florida International University (2005), B.A. Spanish, Latin American and Iberian Studies, University of Wisconsin-Madison.

**Academic Experience:** School of Government & Public Policy, College of Letters, Arts, and Science, Center for Latin American Studies, University of Arizona (2013- )

**Overseas Experience:** Peru, Venezuela, Bolivia, Argentina, Brazil, Colombia, Ecuador, Chile

**Languages:** English (5), Spanish (5), Portuguese (4), and French (3)

**Regional Focus:** Andean region, Southern Cone      **Percent time devoted to area studies courses:** 100%

**Percent time devoted to area/international research or outreach:** 75% Research/ 50% outreach

**Area studies courses:** LAS/POL 204 Comparative Politics in the Age of Globalization, LAS/POL 347 Politics of Latin America, POL 562A Natural Resources and International Security in Latin America, LAS/POL 447 Latin American Political Development; POL/LAS 545 Democratization in Latin America, Advances and Setbacks; LAS 500: Introduction to Latin American Studies.

**Research and/or teaching focus:** Latin American politics, political parties, political institutions, democratization & governance, qualitative methods

**Recent Publications:**

2017 *The Fates of Political Parties: Crisis, Continuity, and Change in Latin America*. Cambridge University Press.

2017 Santiago Anria and Jennifer Cyr. “Inside Revolutionary Parties: Coalition-Building and Maintenance in Reformist Bolivia.” in *Comparative Political Studies*. 50.9 (1255-1287).

2016 “Between Adaptation and Breakdown: Conceptualizing Party Survival.” in *Comparative Politics*. 49.1 (125-145).

**Number of M.A. /Ph. D theses supervised in past 5 years:** 8

**DEEDS, COLIN***Assistant Director, Center for Latin**American Studies***Tenure status:** Non-tenure      **Education:** Ph.D. History (Expected 2020) University of Arizona; M.A. Latin American Studies (2007) University of Arizona; B.A. Anthropology & Spanish (2005) University of Arizona**Academic Experience:** University of Arizona**Languages:** Spanish (4), Portuguese (3)**Overseas Experience:** Mexico, Argentina, Chile, Paraguay, Brazil, Ecuador**Regional Focus:** Mexico**Percent time devoted to area studies courses:** 100%**Percent time devoted to area/international research or outreach:** 100%**Area Study Courses:** LAS 195 Intro to the US-Mexico Border; LAS 354 Drugs & Violence in Mexico; LAS 355 Mexican Politics; LAS 493/593 Internship; LAS 499/599 Independent Study**Research focus:** Mexican Politics, Migration, Security, Drugs, Violence, Culture, Power; US-Mexico Border Issues**Recent Publications:**

2017 *The Social and Economic Costs of Trump's Border Wall*. Voices of Mexico Magazine, edited by the Center for North American Studies (CISAN) at the National Autonomous University of Mexico (UNAM), Issue 102 Autumn-Winter 2016-2017, pp. 24-28.

2013 *Uncharted Terrains: New Directions in Border Research Methodologies, Ethics & Practice*. Co-edited with Anna O'Leary & Scott Whiteford, University of Arizona Press. 2013.

**Films:**

2017 *In the Americas with David Yetman*. Production Assistant & Sound Engineer for Episodes on the Missions of Father Kino and Ecuador & the Galápagos. Arizona Public Media 2017.

2016 *US Immigration Policy: Linking the Past to Present*. Documentary Film Co-Directed with Lisa Falk & Tadeo Pfister, University of Arizona Center for Latin American Studies, 2016.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 0**Distinctions:** Member of Rocky Mountain Council for Latin American Studies, University of Arizona Staff Excellence Award 2016; Center for Latin American Studies Certificate of Appreciation 2007, 2010, 2014; Tinker Foundation Research Field Grant, 2006; Office of Economic Development Excellence in Service Award, 2006.**DE ZAPIEN, JILL***Associate Dean for Community Programs: Enid**Zuckerman College of Public Health, University of Arizona***Education:** Antioch College, Yellow Springs, Ohio, B.A. 1964—Sociology and Anthropology**Languages:** Spanish (5)**Regional Focus:** Mexico**Percent time devoted to area/international research or outreach:** 50**Area studies courses:** N/A**Recent Publications:**

2017 Cecilia Ballesteros Rosales, Jill Eileen Guernsey de Zapien, Jean Chang, Maia Ingram, Maria L. Fernandez, Scott C. Carvajal, Lisa K. Staten, "Perspectives on a US-Mexico Border Community's Diabetes and "Health Care" Access Mobilization Efforts and Comparative Analysis of Community Health Needs over 12 Years" in *Frontiers Public Health* July.

2016 Ortega M, Sabo S, Aranda\_gallegos P, Guernsey\_de\_Zapien JE, Zapien A, Portillo GE and Rosales C., "Agribusiness, Corporate Social Responsibility and Health of Agricultural Migrant Workers" in *Front. Public Health* 4:54.

2016 María Isabel Ortega-Vélez, Cecilia Rosales, Patricia Aranda Gallegos, Alma Delia Contreras Paniagua, Luis Valdez, Jill De Zapien. "Developing a Network of Community Health Workers: Improving the Lives of Migrant Farmworkers," in *Open Journal of Social Sciences*, 4, 140-154.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 8**Distinctions:** Border Health Lifetime Achievement Award, State of New Mexico, March 2002; Henry and Phyllis Koffler Prize for Outstanding Accomplishments in Public Service/Outreach, May 2002; Southwest Leadership Award in Women's Health Research, April 2006.

**DIAZ, CHRISTINA J.***Assistant Professor of Sociology***Tenure status:** Tenure-eligible**Education:** 2015 Ph.D., Sociology, University of Wisconsin-Madison; 2011 M.S., Sociology, University of Wisconsin-Madison; 2009 M.A., Sociology, DePaul University; 2007 B.A., Sociology, DePaul University**Regional Focus:** Mexico**Area studies courses:** SOC 355, International Migration and Migrants**Research and teaching focus:** International Migration, Inequality and Stratification, Health, Demography**Recent Publications:**

2016 Diaz, Christina J., Liwen Zeng, and Ana P. Martinez-Donate. Forthcoming. "Investigating Health Selection within Mexico and Across the US Border." in *Population Research and Policy Review*.

2016 Diaz, Christina J., Stephanie Koning, and Ana P. Martinez-Donate. "Moving Beyond Salmon-Bias: Mexican Return Migration and Health Selection." In *Demography* 53(6): 2005-2030.

**Number of M.A. /Ph.D. theses supervised in past 5 years:** 3**Distinctions:** 2018 Career Enhancement Fellowship, Andrew W. Mellon Foundation, Woodrow Wilson Foundation; 2017 Reuven Hill Award, National Council on Family Relations

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**DOSHI, SAPANA***Assistant Professor, School of Geography and Development***Tenure status:** **Education:** B.A. Economics, Columbia University, 1997; M.A. Department of Geography, University of California, Berkeley, 2005; Ph.D. Department of Geography, University of California, Berkeley, 2011**Overseas experience:** Brazil, Nepal**Languages:** Spanish (3), Portuguese (3), Hindi (5), Gujarati (4)**Regional focus:** Brazil, Latin America**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** N/A**Research and teaching focus:** Critical development studies, urban geography, feminist geography, cities of the Global South, social movements, state theory, ethnography**Recent Publications:**

2018 Doshi S and Ranganathan M. Towards a critical geography of corruption and power in late capitalism. *Progress in Human Geography*

2018 Doshi S. The redevelopment state: Spaces of inclusion, rule and dispossession in the 'Urban Age' *Development and Change*.

2017 Doshi S and Ranganathan M. Contesting the unethical city: Land dispossession and corruption narratives in urban India. *Annals of the American Association of Geographers* 107(1): 183–199.

**Distinctions:** Social Science Research Council International Dissertation Research Grant, American Council of Learned Societies Collaborative Research Fellowship

**DUNCAN, BURRIS***Professor Emeritus, Public Health & Pediatrics*

**Tenure status:** **Education:** A.B. Premedical, Washington University, 1954; M.D. Medical, University of Kansas, 1958; Internship, District of Columbia General Hospital, 1959

**Overseas experience:** Brazil, Mexico, Dominican Republic, China

**Languages:** English (5), Spanish (3), Portuguese (4)

**Regional focus:** Brazil, Mexico

**Percent time devoted to area/international teaching:** 25%

**Percent time devoted to area/international research or outreach:** 25%

**Area studies courses:** N/A

**Research and teaching focus:** Medical issues in children with special care needs, global child health

**Recent Publications:**

- 2012 Makhoul Z, Taren D, Duncan B, Pandey P, Thomson C, Winzerling J, Muramoto M, Shrestha R. Risk factors associated with anemia, iron deficiency and iron deficiency anemia in rural Nepali pregnant women. *Southeast Asian J Trop Med Public Health*. 2012;43:735-746.
- 2011 Hanson M, Englberger L, Duncan B, Taren D, Mateak H, Johnson E. An Evaluation of a 10 Nutrition Intervention in Kapinga Village on Pohnpei, Federated States of Micronesia. *Pacific Health Dialog*. 2011;17:173-184.
- 2011 Duncan B, Zou L-P, Han T-L, Shen K, Zhegh-L L, Zheng H, Walsh M, Venker C, Su Y, Schnyer R, Caspi O. Evaluating intensive rehabilitation therapies with and without acupuncture for children with cerebral palsy: a randomized controlled trial. Accepted for publication in the *Archives of Physical Medicine and Rehabilitation*.

**Distinctions:** Community Recipient: International Good Human Relations Award Carnegians; Dean's List for Excellence in Teaching in the Clinical Sciences; Certificate of Recognition by the Arizona Occupational Therapy Association

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**DUNCAN, DANIEL***Producer/Filmmaker, Southwest Center*

**Tenure status:** Non-tenure **Education:** B.A. Media Arts, Latin American Studies, University of Arizona, 1984; McGuire Entrepreneurship Program, University of Arizona, 2008; M.A. Latin American Studies, University of Arizona, 2009

**Overseas experience:** Forty plus years of living and traveling throughout Latin America producing documentaries for Public Broadcasting networks in the United States and in Europe

**Languages:** Spanish (5), Portuguese (5) **Regional focus:** Latin America, Brazil, Mexico

**Percent time devoted to area/international teaching:** 0%

**Percent time devoted to area/international research or outreach:** 100%

**Area studies courses:** N/A

**Research and teaching focus:** N/A

**Recent Publications:**

Producer/Director of In The Americas with Dave Yetman television series. [intheamericas.org](http://intheamericas.org)  
Produced more than 70 half-hour documentaries broadcast on PBS in the United States and via Arte France in Europe. Currently working on 10 more episodes for an 8<sup>th</sup> season of production.  
Director/Producer, The Desert Speaks PBS documentary series (1990 - 2010)  
Produced 250 of The Desert Speaks PBS Half-Hour Specials - thirty-nine aired on the Discovery Channel *The Greening of Eritrea-Salt Water Solutions Changing the World*

**Distinctions:** Twenty-five Rocky Mountain Emmy awards in directing, cinematography, editing, documentary, and feature categories; Four Arizona Press Club awards; Associated Press International award; Best of the West award; Gold Addy; Inducted into the Silver Circle of the National Academy of Television and Arts

**DURÁN, JAVIER D.***Confluence Center**Professor of Spanish and Border Studies, Director of***Tenure status:** Tenured**Education:** Ph.D. University of Arizona, 1995; M.A. UA, 1989; B.S. UA, 1985.**Academic Experience:** Associate Professor of Spanish, Michigan State University, 2001-2002; Associate Professor of Spanish & Border Studies, UA (2002-2012); Professor of Spanish & Border Studies, UA (2012- )**Overseas Experience:** Mexico, Brazil**Languages:** Spanish (5) Portuguese (3) **Regional Focus:** U.S.-Mexico Border, Mexico, Brazil**Percent time devoted to area/international teaching:** 100%**Percent time devoted to area/international research or outreach:** 100%**Area studies courses:** Latin American Cultural Identity; Hispanic Cultures in the U.S.; Survey of Latin

American Literature I and II; The Border in Mexican and Mexican American Narrative; Visions of the border in Mexican and Chicano/a Narrative Writing; Cultural Citizenship, Borders, Diasporas, and Transnational Identities in the Americas; Mexico 68: Juventud y Revolucion; Border Dynamics: Understanding Cultural Narratives and Identities of the U.S.-Mexico Frontera; Service Learning. "Tucson: Border Communities in Contact"

**Research and teaching focus:** U.S.-Mexico Border Studies, Critical Theory, Cultural Studies, Modern and Contemporary Latin American Narrative, Latin American Women Writers, Bio-politics, Bio-culturality, Service Learning.**Recent Publications:**2016 "La vida como ficción": Ricardo Aguilar y el acto autobiográfico" in *De Aztlan al Rio de la Plata. Studies in Honor of Charles M. Tatum*. Sergio Martinez Ed. Newark, DL. Ediciones Juan de la Cuesta. Mss. pp 99-105.2016 "Ethical and Bio-Political Dimensions of Migrancy, Life and Death in Mexico's Southern Border." Invited contribution. *Migrant Deaths in the Arizona Desert: La vida no vale nada*. Raquel Rubio-Goldsmith, Celestino Fernandez, Jessie Finch, Araceli Masterson-Algar, Eds. U of Arizona P. 27 Mss pp. 193-211.

State Journal of Borderlands Studies. 25.3 (2010): Mss Pp 219-230

**Number of M.A. /Ph.D. theses supervised in past 5 years:** Ph.D (5), M.A. (3).**Distinctions:** Elected to the International Advisory Board for the *Consortium of Humanities Centers*and Institutes, 2016-2020; President of the *Association for Borderlands Studies* 2010-2011; Recipient of the University of Arizona, Graduate and Professional Student Council Advocate Award 2016**DURAND, ALAIN-PHILIPPE***Honors College; Dean, College of Humanities**Professor of French and Distinguished Fellow,***Tenure status:** Tenured**Education:** B.A. French, Spanish, Business Administration, Emporia State University, 1992; M.A. French Literature, University of Kansas, Lawrence, 1994; M.A. Latin American Studies, University of Kansas, Lawrence, 1995; Ph.D. French Literature, University of North Carolina at Chapel Hill 1999**Overseas experience:** Brazil, Caribbean **Languages:** French (5), Spanish (4), Portuguese (4)**Regional focus:** Brazil, Caribbean, Francophone world**Area studies courses:** N/A**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 50%**Research and teaching focus:** French cinema, hip-hop, cultural studies and criticism. French travel accounts in Latin America**Recent Publications:**2017 "Promotion d'un cursus hip-hop dans le paysage culturel du sud-ouest américain." *Imaginäre Kulturlandschaften zwischen Dynamik, Begegnung und Migration*. Eds. Marina O. Hertrampf/Beatrice Nickel. Tübingen: Stauffenburg Verlag.2015 "The Teaching of French and Digital Humanities." Co-Authored with Elyse Petit. *Electronic Communication: Political, Social and Educational Uses*. Eds. Sami Zlitni, Fabien Liénard, Daiana Dula, and Christelle Crumière. New York: Peter Lang. 109-21.2014 "L'apprentissage du français dans les universités américaines passe par le numérique." Co-Authored with Elyse Petit. *Communication Electronique, Cultures et Identités*. Eds. Sami Zlitni, Fabien Liénard, Daiana Dula, and Christelle Crumière. Paris: Klog. 225-32.**Distinctions:** University of Arizona's Richard Ruiz Diversity Leadership Faculty Award, University of Arizona's African American Community Council's Distinguished Faculty Award, University of Arizona Honors College Five Star Faculty Award



**EHIRI, JOHN***Promotion Sciences**Professor and Department Chair, Department of Health***Tenure status:** Tenured**Education:** M.P.H. Health Behavior/Health Promotion, University of Glasgow, Scotland, 1992; M.Sc. Health Systems Administration/Health Economics, University of Wales, Swansea, 1994; Ph.D. Public Health/Program Evaluation, University of Glasgow, Scotland, 1997**Overseas experience:** United Kingdom**Regional focus:** Latin America**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** N/A**Research and teaching focus:** Social and behavioral aspects of disease prevention; global maternal, child, and adolescent health; HIV prevention and its global importance; global health**Recent Publications:**2017 Ehiri, J.E. (Ed.). *Essentials of project planning and evaluation in global health*. London: England: Elsevier.2015 Watson, R.R., Tabor, J.A., Ehiri, J.E. & Preedy, V.R. *Handbook of public health in natural disasters*. Elsevier, 650 pages. ISBN: 978-90-8686-257-3.2009 Ehiri, J.E. (Ed.). *Maternal and child health: Global challenges, programs and policies*. Springer, New York. XXXI, 582 pages. ISBN 978-0-387-89245-0.**Distinctions:** U.S. Fulbright Scholar, Award for Excellence in teaching, Phi Beta Delta Honor Society for International Scholars, President's Award for Excellence in Teaching**ENQUIST, BRIAN***Assistant Professor of Ecology and Evolutionary Biology***Tenure status:** Non-Tenured**Education:** Ph.D and M.S., Biology, University of New Mexico, 1998, 1995; B.A. Biology, Colorado College, 1991.**Academic Experience:** National Science Foundation Postdoctoral Fellowship 1998-2000; The Santa Fe Institute and National Center for Ecological Analysis and Synthesis; Assistant Professor, Ecology and Evolutionary Biology, University of Arizona (2001-). **Overseas experience:** Costa Rica, 1995-present**Languages:** Spanish (3)**Regional focus:** Central America, Latin America**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** Tropical Ecology, Biogeography**Research and teaching focus:** Plant ecology, community ecology, biological scaling, and macroecology**Recent Publications:**2017 Blonder, B., Salinas, N., Patrick Bentley, L., Shenkin, A., Chambi Porroa, P. O., Valdez Tejeira, Y., Violle, C., Fyllas, N. M., Goldsmith, G. R., Martin, R., Asner, G. P., Díaz, S., Enquist, B. J., & Malhi, Y., "Predicting trait-environment relationships for venation networks along an Andes-Amazon elevation gradient" in *Ecology*.2017 Chavana-Bryant, C., Malhi, Y., Wu, J., Asner, G. P., Anastasiou, A., Enquist, B. J., Cosio, C., Doughty, C. E., Saleska, S. R., Martin, R. E., & Gerard, F. F., "Leaf aging of Amazonian canopy trees as revealed by spectral and physiochemical measurements" in *NEW PHYTOLOGIST*, 214(3), 1049-1063.2017 Kaspari, M., Bujan, J., Weiser, M. D., Ning, D., Michaletz, S. T., Zhili, H., Enquist, B. J., Waide, R. B., Zhou, J., Turner, B. L., & Wright, S. J., "Biogeochemistry drives diversity in the prokaryotes, fungi, and invertebrates of a Panama forest" in *Ecology*, 98(8), 2019-2028.**Distinctions:** Elected as an Ecological Society of America Fellow 2018; Leverhulme Professorship – Oxford University, UK 2017; Martin School Fellow – Oxford University, UK 2017; American Association for the Advancement of Science (AAAS) Fellow 2012; Visiting Scholar Fellow, Charles University, Prague, Czech Republic 2009; Honorary PhD in Science, The Colorado College, 2007; ISI Essential Science Indicators (ESI).

**ESTRADA, ANTONIO**

*Professor and Director, Mexican-American Studies, also Public Health, Assistant Professor of Family and Community Medicine, College of Medicine*

**Tenure status:** Tenured

**Education:** Ph.D., School of Public Health, UCLA, 1986; M.S.P.H. School of Public Health, UCLA, 1979, B.A., Psychology, UCLA, 1975,

**Academic Experience:** Director, Mexican-American Studies and Research Center and Professor of Public Health, UA, 2002-present; Associate Professor of Mexican-American Studies and Public Health, 1998-2002; UA Assistant Professor, 1990-98.

**Overseas experience:** Mexico **Regional focus:** U.S.-Mexico borderlands and Southwest

**Languages:** Spanish (5)

**Percent time devoted to area/international teaching:** 20%

**Percent time devoted to area/international research or outreach:** 40%

**Area studies courses:** Border Health, Latino Health, Health Policy, Latino and American Indian Health Disparities; HIV/AIDS

**Research and teaching focus:** socio-cultural and behavioral aspects of HIV/AIDS; health and mental health of Hispanics; border, health, behavioral epidemiology, substance abuse epidemiology.

**Recent Publications:**

- 2015 de la Torre, A., & Estrada, A. L., *Sana! Sana! Mexican Americans and Health*, 2nd Edition, University of Arizona Press.
- 2012 Nuno, T., Gerald, J.K., Harris, R., Martinez, M.E., Estrada, A., and Garcia, F., "Comparison of Breast and Cervical Cancer Screening Utilization among Rural and Urban Hispanic and American Indian Women in the Southwestern United States," in *Cancer Causes and Control*, June.
- 2011 Nuno, T., Castle, P.E., Harris, R., Estrada, A., Garcia, F. and the Yuma Project Technical Team, "Breast and Cervical Cancer Screening Use among Hispanic women Living near the United States-Mexico Border," in *Journal of Women's Health*, 20: 5, 121-129.

**Distinctions:** Principal investigator on \$3million NIH grant "HIV Risk Reduction for Mexican American IDU's," 1995-2002; UA Social and Behavioral Sciences Most Distinguished Teacher Award, 1998; National Institute on Drug Abuse, Certificate of Appreciation, 1999; National Institute of Mental Health, Certificate of Appreciation.

**ERNST, KASEY**

*Associate Professor and Program Director of Epidemiology, Department of Epidemiology and Biostatistics*

**Tenure status:** Tenured

**Education:** B.A. Chemistry and Interdisciplinary Science, Lawrence University, Appleton, 1997; M.P.H. Epidemiology, University of Michigan, Ann Arbor, 2001; Ph.D. Epidemiology, University of Michigan, Ann Arbor, 2006

**Overseas experience:** Indonesia, Ghana, Jamaica, Kenya, Ecuador, Mexico

**Languages:** Spanish

**Regional focus:** Northern Mexico, U.S.-Mexico border region

**Percent time devoted to area/international teaching:** 0%

**Percent time devoted to area/international research or outreach:** 25%

**Area studies courses:** N/A

**Research and teaching focus:** Environmental determinants of vector-borne disease transmission and control, vaccine preventable diseases, infectious disease epidemiology

**Recent Publications:**

- 2014 Ernst K.C., Morin, C., Brown, H., "Extreme weather events and the risk of vectorborne diseases." Book chapter for Handbook of public health in natural disasters. (In Press).
- 2008 \*Ernst, K.C., Adoka, S.O., Kowuor, D.O., Wilson, M.L., John, C.C. "Malaria hotspot areas in a highland Kenya site are consistent in epidemic and nonepidemic years and are associated with ecological factors." *Malaria Journal*, 13(5):78. PMID:16970824.
- 2003 Center for Disease Control and Prevention. "Multistate outbreak of monkeypox – Illinois, Indiana and Wisconsin." *Morbidity and Mortality Weekly*, 52: 537-540.

**Number of M.A./Ph.D. theses supervised in the past 5 years:** 22

**Distinctions:** Kansas Regent Scholar, Dow Chemical Fellowship, Trustee Fellowship, Award for Excellence in Research, Klare Memorial Scholar, Global Transformations Seminar Scholar, Workshop Colloquium Award, Visiting Researcher Award, Tucson Woman of the Year, Award for Excellence in Research, Leshner Fellow for Public Engagement

**FATÁS CABEZA, JAIME***Assistant Professor of Spanish, Director of**Translation and Interpretation*

**Tenure status:** Tenured **Education:** M.M.A. Berklee College/Boston Conservatory, 1996; Profesor Superior (terminal degree) Conservatorio Superior de Zaragoza, Spain, 1995.

**Accreditation:** Federal Court Certified Interpreter/Translator, Spanish to English (2005-09); Certified Judicial Interpreter/Translator, Spanish/English. Trial Court, Massachusetts (1993-06); American Translators Association, English to Spanish (2001); Accredited Medical Interpreter, Harvard Pilgrim, HMO (1996-09).

**Academic Experience:** University of Arizona (2005-): Assistant Professor of Practice, Director of Translation and Interpretation, Department of Spanish and Portuguese; faculty and researcher for the National Center for Interpretation Testing, Research and Policy (NCITRP). Lecturer, Boston University, School of Professional Studies, Legal and medical translation/interpretation (2001-06).

**Overseas Experience:** Native of Spain **Languages:** Spanish (5), French (5), Portuguese (2), Italian (2), Catalan (2)

**Area studies courses:** Music and Spanish Language and Culture, Translation and Interpretation

**Research and/or teaching focus:** Translation and Interpretation (Spanish and English), Music and Spanish Language and Culture

**Recent Publications:**

2016 *Elementary Medical Spanish 1. Instructor's manual for pre-health medical students.* Office for Diversity and Inclusion: University of Arizona.

2016 "Ayotzinapa Report: Investigation and initial conclusions regarding the disappearances and homicides of the student teachers from Ayotzinapa" Grupo Interdisciplinario de Expertos Independientes. Comisión Interamericana de Derechos Humanos.

2016 Stoneking, L. R., Waterbrook, A. L., Garst Orozco, J., Johnston, D., Bellafiore, A., Davies, C., Nuno, T., Fatas, J. M., Beita, O., Ng, V., Grall, K., & Adamas-Rappaport, W., "Does Spanish instruction for emergency medicine resident physicians improve patient satisfaction in the emergency department and adherence to medical recommendations?" in *Advances in Medical Education and Practice*, 7, 467-473.

**Distinctions:** Whiting Public Engagement Fellowship 2016; College of Humanities Distinguished Faculty, 2015 and 2014; Major Grant awarded by the US Department of Education to the National Center for Interpretation (2008-2011). Project sponsored by the Arizona Council for the Humanities and the National Endowment for the Humanities: Immigration Detention in Arizona.

**FERNANDEZ, JULIETA***Assistant Professor of Spanish Linguistics, Spanish &**Portuguese*

**Tenure status:** Tenure track

**Education:** B.A. Spanish-English Technical, Scientific, and Literary Translation, IES en Lenguas Vivas; M.A. TESL, University of Illinois at Urbana-Champaign; Ph.D. Applied Linguistics, Pennsylvania State University

**Overseas experience:** Argentina **Languages:** Spanish

**Regional focus:** Argentina, Mexico, Latin America

**Area Studies Courses:** Foreign Language Teaching and Methodology, Applied Linguistics, Spanish for the Classroom Teacher of Spanish, Spanish Pragmatics

**Percent time devoted to area/international teaching: 50%**

**Percent time devoted to area/international research or outreach: 50%**

**Area studies courses:** Hispanic Linguistics, Spanish for the Classroom Teacher of Spanish

**Research and teaching focus:** L2 and cross-cultural pragmatics, language learning in study abroad, language learning and technology, second language learning and pedagogy

**Recent Publications:**

2018 Fernandez, J. "I think I sound stupid if I try to use those words": The role of metapragmatic awareness in the study abroad language classroom. *Foreign Language Annals*, 1-25.

2017 Fernandez, J. "The language functions of *tipo* in Argentine vernacular." *Journal of Pragmatics*, 114, 87-103.

2016 Fernandez, J., & Gates Tapia, A. N. An appraisal of the language contact profile as a tool to research local engagement in study abroad. *Study Abroad Research in Second Language Acquisition and International Education*, 1(2), 248-276.

**Distinctions:** Technology Enhanced Language Learning

**FIELD, JAMES***Professor of Chemical and Environmental**Engineering and Assistant Dean Engineering for Graduate Studies***Tenure status:** Tenured**Education:** Post Doc, Chemical Engineering, Autonomous University of Barcelona, Spain, 1991; Ph.D. Wageningen University, Netherlands, 1989;**Academic Experience:** Department of Chemical and Environmental Engineering, University of Arizona, Professor 2001-present. M.S., Virginia Polytechnic Inst., Agronomy, 1983.**Overseas Experience:** Barcelona (Post Doc), Netherlands (PhD), Mexico, Spain (Sabbatical)**Languages:** Spanish (5) Dutch (5)**Regional Focus:** Mexico, Brazil**Area studies courses:** N/A**Percent time devoted to area/international teaching:** 5%**Percent time devoted to area/international research or outreach:** 20%**Research and teaching focus:** technology and water quality issues along the border, Mexico and Brazil. Especially mining impacts and developing technologies to remediate environmental contaminants**Recent Publications:**

- 2017 Ramos-Ruiz, A.; Wilkening, J. V.; Field, J. A.; Sierra-Alvarez, R., Leaching of cadmium and tellurium from cadmium telluride (CdTe) thin-film solar panels under simulated landfill conditions. *Journal of Hazardous Materials*, 336, 57-64.
- 2017 Moreno-Ramírez, D.; Vea, L.; Field, J. A.; Baker, P. B.; Gandolfi, A. J.; Maier, R. M., Transferable Training Modules: Building Environmental Education Opportunities with and for Mexican Community Health Workers (Promotores de Salud). *Family & Community Health* 2017, 40, (4), 306-315.
- 2016 Rodriguez-Freire, L.; Moore, S. E.; Sierra-Alvarez, R.; Root, R. A.; Chorover, J.; Field, J. A., Arsenic remediation by formation of arsenic sulfide minerals in a continuous anaerobic bioreactor. *Biotechnology and Bioengineering* 2016, 113, (3), 522-530.

**Distinctions:** 2016-2021 Fellow of the International Water Association. 2007 Fellowship (€31,900) from the Ministry of Science and Education, Spain as a visiting professor for the sabbatical year; CoChair of over 10 conferences/workshops on environmental health in Latin America..**FINAN, TIMOTHY J.***Research Anthropologist: Bureau of Applied**Research in Anthropology, School of Anthropology, Arid Lands, and Latin American Studies***Tenure status:** Tenured **Education:** Ph.D. Anthropology, UA, 1980 (minor: Agricultural Economics) M.A., Anthropology, UA, 1976; B.A., Literature, University of Detroit, 1969.**Academic Experience:** Research Anthropologist/Professor (1994 – present); Director, Bureau of Applied Research in Anthropology/Research Anthropologist, (1994-2009).**Overseas experience:** Over 100 funded research projects in Brazil, Portugal, Latin America, Asia, and Africa since 1979**Languages:** Portuguese (5), Spanish (3) French (3)**Regional Focus:** Latin America, Brazil**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 75%**Area studies courses:** Anthropology and Development, Research Methods, Global Change, Development Seminar  
**Research and teaching focus:** development, agriculture, climate change, governance, vulnerability and resilience**Recent publications:**

- 2017 “Introduction: Smallholder Cooperativism as a Development Strategy in Latin America” (with Marcela Vásquez-León and Brian J. Burke) (pp.3-18), “Cooperativism in Brazil: The Development Context” (pp.85-88), “Atotori: The Discourse and Practice of Sustainability in the Amazon Rain Forest”(with Jessica Piekielek) (pp.100-11), “Sharecroppers Transformed: The Case of the Cooperativa dos Produtores do Curupati-Peixe (CPCP)” (with Luis S. Barros) (pp.112-20), and “Solidarity, Tension, and Change Along the Amazon River: The Case of ASCOPE” (pp. 121-132), in *Cooperatives, Grassroots Development, and Social Change: Experiences from Rural Latin America*, eds. M. Vásquez-León, Brian J. Burke, and Timothy J. Finan. Tucson: University of Arizona Press, pp. 3-18, 85-88, and 100-11
- 2017 “The stresses and dynamics of smallholder coffee systems in Jamaica’s Blue Mountains: a case for the potential role of climate services.” with Z. Guido, K. Rhiney, M. Madajewicz, V. Roundtree, E. Johnson, and G. McCook, in *Climatic Change* (December).

**Number of M.A. /Ph.D theses supervised in past 5 years:** 15**Distinctions:** Executive Committee member for Center for Latin American Studies; Executive Committee, Institute for the Environment

**FITCH, MELISSA***Associate Dean, Honors College***Tenure status:** Tenured **Education:** Ph.D. Spanish, Arizona State University, 1995; M.A. Spanish, Arizona State University, 1990; B.A. Women's Studies, Arizona State University, 1986**Academic Experience:** UA Associate Professor of Spanish and Portuguese. 2008- Present; UA Assistant Professor of Spanish and Portuguese, 1999-2008; Professor of Spanish, Portuguese and Latin American Studies, Arizona International College, 1996-1999;**Overseas experience:** Argentina, Paraguay, Brazil, Peru, Venezuela, Guatemala, Uruguay, Mexico, Costa Rica**Regional focus:** Argentina, Brazil, Latin America, U.S. Borderlands. Asia and the Americas.**Languages:** Spanish (5), Portuguese (5) **Percent time devoted to area/international teaching:** 100%**Percent time devoted to area/international research or outreach:** 100%**Area studies courses:** SPAN 401H: Honors Thesis and Latin American Literature; SPAN 449: Latin American Theater; SPAN 449: Madrid en las artes (taught in Madrid); 463/563: Latin American Feminist Film; SPAN 571: Global Latin/o America; TRAD 104/SPAN 160: Issues in Latin American Society and Popular Culture.**Research and teaching focus:** Global Representations of Latin American Popular Culture, Asia and Latin/o America, Transnational Popular Culture, Contemporary Latin American literature, theatre, and Film, Brazilian literature and film, gender studies, digital humanities.**Recent Publications:**2014 *Global Tangos: Travels in the Transnational Imaginary*. Bucknell University Press.2014 "Latin Dance" in *Encyclopedia of Latino Culture: From Calaveras to Quinceñeras*, vol. 3. Ed, Charles M. Tatum. Santa Barbara, CA: Greenwood (ABC-CLIO), pp. 925-31.2011 "Carmen, Kitsch and my Quest for Coordinated Dinnerware" in *Chasqui: Revista de literatura latinoamericana***Number of M.A. /Ph.D theses supervised in past 5 years:** 8**Distinctions:** 2016 Fulbright Academic and Professional Excellence Award to India for AY 2016-17; 1885 Distinguished Scholar Award (2015); Faculty Fellow, 2013-2014; Distinguished Humanities Fellow, The Honors College 2013-2014; Fulbright Fellow, 2011-2012 at the Chinese University of Hong Kong; Editor, *Studies in Latin American Popular Culture*, 2002 to present; UA Creative Teaching Award, 2013; Five Star Faculty Award, 2008; 2004 UA Provost's General Education Teaching Award; 2004 UA Teaching Center Honorary Fellowship for Outstanding Teaching and Service; 2003 UA Honors College Outstanding Faculty Award.**FLESSA, KARL***Professor of Geosciences and Latin American Studies***Tenure status:** Tenured **Education:** Ph.D., Geological Sciences, Brown University 1973; A.B. Geology, 1968 Lafayette College. **Experience:** Co-Chief Scientist, Minute 319 Monitoring Plan for the Colorado River Delta, 2014-present, Director, School of Earth and Environmental Sciences (2009-2013); Head, Department of Geosciences (207-2012), Professor of Geosciences, Ecology and Evolutionary Biology, University of Arizona, 1987-present; Associate Professor of Geosciences, University of Arizona, 1977-1987.**Overseas Experience:** Extensive fieldwork in Mexico **Languages:** German (4) Spanish (3)**Regional Focus:** Mexico, U.S.-Mexico Border **Percent time devoted to area/international teaching:** 10%**Percent time devoted to area/international research or outreach:** 25%**Research and teaching focus:** Colorado River Delta, Gulf of California **Area studies courses:** N/A**Recent Publications:**2017 Glenn, E., Flessa, K., Kendy, E., Shafroth, P.B., Ramirez-Hernandez, J., Gomez-Sapiens, M. and Nagler, P., Eds., "Environmental Flows for the Colorado River Delta: Results of an Experimental Pulse Release from the U.S. to Mexico" in *Environmental Engineering* Vol. 106B.2014 Stokes, P.J., Levine, R. and Flessa, K.W., "Why are there so few Hispanic students in 2013 geoscience?" in *GSA Today*. 24: 52-53.2013 Flessa, K.W., Glenn, E.P., Hinojosa-Huerta, O., de la Parra-Renteria, C.A., Ramirez-Hernandez, J., Schmidt, J.C. and Zamora-Arroyo, F., "Flooding the Colorado River Delta: A landscape-scale experiment" in *EOS* 94: 485-486.**Number of M.A. /Ph.D. theses supervised in past 5 years:** Ph.D. (5)**Distinctions:** Grants and research contracts relating to US-Mexico border from International Boundary and Water Commission (2013-2018), National Science Foundation (2005, 2009), The Christensen Fund (2008), and Central Arizona Water Conservation District (2009). Centennial Fellow, the Paleontological Society (2008).

**FLETCHER, TODD***Psychoeducational Studies**Associate Professor of Disability and***Tenure status:** Tenured**Education:** Ph.D. in Educational Foundations/Special Education, Oregon State University; M.S. in Special Education (Learning Disabilities), Western Oregon State University; B.A. in Education, University of the Americas, Cholula, Puebla, Mexico**Experience:** University Distinguished Outreach Professor (2012-present); Associate Professor of Disability and Psychoeducational Studies, University of Arizona (2000-present); Assistant Professor of Special Education, Rehabilitation and School Psychology, University of Arizona (2000-present); Adjunct Assistant Professor of Special Education, Rehabilitation and School Psychology, University of Arizona (1985-1994)**Overseas Experience:** Mexico    **Languages:** Spanish (3)**Area studies courses:** N/A**Recent Publications:**

- 2017 Romero-Contreras, S., García-Cedillo, I & Fletcher, T., "The Advancement of Inclusive Education for Students with Disabilities" in Hughes, M. T., & Talbott, E. (Eds.). *The Wiley Handbook of Diversity in Special Education*. John Wiley & Sons.
- 2016 Baca, L. M., Fletcher, T. & Hoover, J., "Putting the Pieces Together" in *Why Do English Language Learners Struggle with Reading?* (163-172). 2nd Edition. Corwin Press.
- 2015 Harkins, B. & Fletcher, T. "Survey of Educator Attitude Regarding Inclusive Education within a Southern Arizona School District," in *Journal of Multilingual Education Research*: Vol. 6, Article 5.

**Distinctions:** Conacyt/SEP Research Grant, Secretary of Public Education, Mexico, D.F. (2008-present); North American Mobility Grant, Funds for the Improvement of Postsecondary Education, U.S. Department of Education (2008-2012); Project Interface, Interdisciplinary Preparation of LD/Cross (2006-2011); Doctoral Leadership Grant, U.S. Department of Education (2006-2011); Pima Education Research Collaborative Grant (2006-2007)

**FREDERICKSON, MARK***Planning and Landscape Architecture**Associate Professor, College of Architecture,***Tenure status:** Tenured**Education:** Ph.D., Architecture, University of California, Los Angeles, 1991; M.Arch, Architecture, University of Arizona, 1976; B.Arch, Architecture, University of Arizona, 1972.**Academic Experience:** Associate Professor in the College of Architecture, Planning and Landscape Architecture, University of Arizona (1997- ). Adjunct Faculty, College of Architecture, Universidad Autónoma de Baja California, Mexicali, Mexico, (1998- ).**Overseas Experience:** Middle East: Jordan, Lebanon, Saudi Arabia, Oman, Turkey; Latin America: Mexico, Puerto Rico, Venezuela, Panama, Colombia; Asia: Hong Kong, Thailand; Europe: England, France, Italy, Czech Republic.**Languages:** Spanish (3), French (2), Arabic (1)    **Regional Focus:** Middle East, Central America, Asia, Europe.**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 100%**Area studies courses:** Overseas Study programs, Europe, Asia, Oman, Panama, and Mexico; Urban Design & Revitalization and Sustainable Tourism Development.**Research and teaching focus:** Community outreach design and planning (Tejido Group), development projects in Latin America and the Caribbean, architectural and landscape architectural education, urban design, small town revitalization, sustainable development, tourism & resort planning and design.**Recent Publications:**

- 2013 "Apprenticeship Learning in Interdisciplinary and Multi-cultural Environments: The Tejido Group from Panama to Palestine." in *The International Journal of Design Education*, 2013.

**Distinctions:** Fulbright Specialist Roster, Fulbright Foundation, 2013; Elected member of the RIWAQ Think Tank - Centre for Architectural Conservation in Ramallah, Palestine, 2009; Invited/keynote speaker for Jordanian Society of Engineers Conference on Urban Design and Landscape Architecture, Amman, 2009; Research Study of the Year Award from Arizona Planning Association/ APA, 2007; Master Plan of the Year Award from Arizona Planning Association, 2007, 2005, and 1999.

**FRISVOLD, GEORGE***Professor & Extension Specialist in Agricultural and**Resource Economics and Latin American Studies***Tenure status:** Tenured**Education:** Ph.D, University of California, Berkeley, Agricultural & Resource Economics; B.S. University of California, Berkeley, Political Economy of Natural Resources**Academic Experience:** Professor and Extension Specialist, Department of Agricultural and Resource Economics, University of Arizona, Tucson, AZ (2002- ). Associate Professor and Extension Specialist, Department of Agricultural and Resource Economics, University of Arizona (1997-2002). Department of Geography and Environmental Engineering, G.W.C. Whiting School of Engineering, Johns Hopkins University (1994).**Overseas Experience:** Visiting Research Scholar, Department of Extension and Technology Transfer, National Institute of Rural Development, Hyderabad, India, 1986/7.**Languages:** Spanish (1)**Regional Focus:** Mexico**Percent time devoted to area studies courses:** 10%**Percent time devoted to area/international research or outreach:** 10%**Area studies courses:** US/Mexico border and environmental economics course**Research and/or teaching focus:** U.S.-Mexico transboundary water & environmental management; Economic effects of climate change on U.S. and developing countries; Economics of agriculture and food production. Environmental, agricultural, and trade policy analysis.**Recent Publications:**2017 Davis, A., & Frisvold, G. B. "Are herbicides a once in a century method of weed control?" in *Pest Management Science* 73(11), 2209-22202013 Frisvold, G. B., & Murugesan, A. "Use of weather information for agricultural decision making" in *Weather, Climate, and Society*, 5(1), 55-69.2013 Frisvold, G. B., & Deva, S., "Climate and choice of irrigation technology: Implications for climate adaptation" in *Journal of Natural Resources Policy Research*, 5(2-3), 107-127.**Distinctions:** Senior Economist for Agriculture, Trade and Natural Resources, President's Council of Economic Advisers, Executive Office of the President, Washington, DC, 1995-6.**FROEHLING, OLIVER RAIMUND***Adjunct Professor of Geography***Tenure status:** not tenure eligible**Education:** PhD. University of Kentucky**Academic Experience:** Director, UVM semester abroad in Oaxaca (2015-16); Erasmus Mundus Visiting Scholar, Global History Program, University Vienna (2014, 2010); Mexico Country Coordinator, IHP Beyond Globalization (2011-2013); Director SURCO, Servicios Universitarios y Redes de Conocimientos en Oaxaca (2011-present); Co-Director and Faculty, IHP-Beyond Globalization Program (2006-2013); Founding member and academic coordinator, Universidad de la Tierra, Oaxaca (2001-2011); Adjunct Faculty, Department of Geography, University of Kentucky (1999-present); Founding member and Director, Centro de Encuentros y Diálogos Interculturales (CEDI), Oaxaca, Mexico; Visiting Scholar, Instituto de Investigaciones Sociológicas de la UABJO, Oaxaca (1997)**Languages:** German, Spanish, English**Regional Focus:** Southern Mexico**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** GEOG 455/555, GEOG 362 (3 credits), GEOG 370**Research and teaching focus:** Political Ecology, NGOs, digital media, Social Movements, Social Theory**Recent Publications:**2016 Editor, *Curándonos de Espanto: Oaxaca 2006-2016*. Pez en el árbol.2011 "Managerialism in Motion: Lessons from Oaxaca." (with John Paul Jones III and Susan M. Roberts), in *Journal of Latin American Studies*, v 43, n. 4, pp. 633-662.2008 "Neoliberal development through technical assistance: Constructing communities of entrepreneurial subjects in Oaxaca, Mexico." (with Margath Walker, Susan Roberts and John Paul Jones III), in *Geoforum*, v. 39, n.1, pp. 527-542.**Distinctions:** Antipode foundation research award for "Beyond Indigeneity: Rights, resources, and political mobilization in Oaxaca, Mexico"; NSF Grant "Transnational Networks of NGOs" (BCS-0243295), 2003-2005

**GALLIEN, KATHRYN***Academic Advisor, College of Social & Behavioral Sciences***Tenure status:** Non tenure-eligible**Education:** Volkshochschule Aachen, German Language Classes; B.A. International Relations, Spanish, St. Cloud State University, 2002; M.A. Latin American Studies, University of Arizona, 2005; Ph.D. History, University of Arizona, 2015**Academic Experience:** Adjunct instructor for Department of History, 2015-present; College of Social & Behavioral Sciences Wildcat Academy Success Course Instructor, 2017; Spanish and Portuguese Instructor, University of Arizona, 2003-2005**Languages:** English, Spanish, German, Portuguese, Mandarin Chinese**Overseas Experience:** Bolivia, Nicaragua, Costa Rica**Regional Focus:** Andes, Central America**Percent time devoted to area studies courses:** NA**Percent time devoted to area/international research or outreach:** NA**Area Study Courses:** History of Modern Latin America**Research focus:** Latin American History**Number of M.A. /Ph.D theses supervised in past 5 years:****Distinctions:** Tinker Foundation Research Grant, Women's Studies Advisory Council Travel Grant, Latin American Studies Association Dissertation Award – Science, Health, and Technology Section

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**GANTZ, DAVID A.***Samuel M. Fegly Professor and Director Emeritus,**International Trade and Business Law Program; Latin American Studies***Tenure status:** Tenured**Education:** JD, JSM, Stanford University, 1967, 1970; AB, Harvard College, 1964**Academic Experience:** Georgetown University, University of Pennsylvania, University of Arizona**Overseas experience:** USAID law reform project in Costa Rica, North American Consortium on Legal Education; Summer teaching Univ. Rafael Landivar, Guatemala City; Loyola University, Cuernavaca, Mexico; Georgetown University, Heidelberg, Florence.**Languages:** Spanish (2)**Regional Focus:** Latin America**Percent time devoted to area/international teaching and supervision of LLM and SJD dissertations:** 20%**Percent time devoted to area/international research or outreach:** 40%**Area studies courses:** NAFTA and Other Regional Trade Agreements; International Trade Law. Dispute settlement under NAFTA and WTO mechanisms.**Research and teaching focus:** international law, international trade, international environmental law, regional trade agreements, and international arbitration**Recent publications:**2017 “Host State Regulatory Flexibility in Defending Investor-State Disputes: The Evolution of U.S. Approaches from NAFTA to the TPP” in *50 INT’L LAWYER*. 231.2015 *International Trade Liberalization after Doha: Multilateral, Plurilateral, Regional and National Approaches* (Cambridge University Press)2012 “Resolution of Investor-State Controversies in Developing Countries” in *5 LAW AND DEVELOPMENT REVIEW* 83.**Number of M.A. /Ph.D. theses supervised over past five years:** 25 LLM Theses; seven SJD dissertations**Distinctions:** U.S. State Dept. attorney for Inter-American Affairs, panelist for trade dispute resolution under U.S.-Canada Free Trade Agreement and NAFTA, U.S. Judge on Administrative Tribunal for OAS; Fulbright Senior Specialist, Santiago, Chile, fall 2013



**GARBER, ELIZABETH***Professor of Art and Latin American Studies***Tenure status:** Tenured **Education:** Ph.D., Ohio State University, 1989; MFA, UA, 1984; BA Spanish, UA, 1973**Academic Experience:** UA Assoc. Prof. & Prof., 1995-present; Penn State Univ. Asst & Assoc. Prof. 1989-1995; Adjunct Professor, Ceramics & Art History, Cochise College, 1979-1982; professional artist, 1975-1984**Overseas experience:** Fulbright, Finland 2000; Korea 2010, 2013; extensive experience in Mexico**Languages:** Spanish, French **Regional focus:** Mexico, U.S. Southwest**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** Research Methods in Art and Visual Culture Education, Issues and Recent Research in Art and Visual Culture Education, Arts-based Research, Theory in Art and Visual Culture Education, Contemporary Discourses in Craft, Art and Cultural Criticism in Art Education**Research and teaching focus:** Cultural theory, ecology, feminism, & Mexico in art and visual culture education, craft discourses and craft theory**Recent Publications:**2013 Campana, A., Garber, E., & Washington, G.E. "The verbs of art, community, and curriculum integration: Playing the border fence." Ch. in K. Tavin & C. Ballengee-Morris (Eds.), *Stand(ing) up for a change: Voices of arts educators* (pp. 55-65). Reston, VA: NAEA Press.2013 "Craft as activism." In *Journal of Social Theory in Art Education*, 33, 53-66.**Number of M.A. /Ph. D theses supervised in past 5 years:** Ph.D. 8; M.A. completed: 16**Distinctions:** "Distinguished Fellow" of the National Art Education Association, 2017; Ziegfeld Award for "an outstanding and internationally recognized contribution to art education," ; "Beyond the Call of Duty Award" from the College of Fine Arts; Roy and Stardust Johnson Faculty Mentoring Award from the University of Arizona, recognition as a Pacific Division of the NAEA Higher Educator of the Year, recipient of the Kenneth Marantz Alumni Award, Ohio State; Mary Rouse Award, Women's Caucus of the NAEA.**GIBBS, DAVID***Professor of History, Latin American Studies, Center for Middle East Studies***Tenure status:** Tenured **Education:** Ph.D. in Political Science, Massachusetts Institute of Technology, 1989; M.A in Government, Georgetown University, 1983; B.A in Political Science, George Washington Univ., 1979.**Academic Experience:** MacArthur Postdoctoral Fellow, University of Wisconsin-Madison (1989-1990); University of Arizona, Dept. of Political Science, Assistant Professor (1990-1996); Associate Professor (1996-2003); Associate Professor of History and Political Science (2003-2010); Professor of History (2010-present).**Overseas experience:** Peace Corps volunteer, Niger, Africa, 1979-1980**Languages:** French (4), Portuguese (1), Hausa (1). **Regional focus:** Subsaharan Africa, Afghanistan, Haiti**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** History of U.S. Foreign Relations, Introduction to Political History**Research and teaching focus:** International Relations, humanitarian intervention, international political economy, African Studies, Caribbean Studies**Recent publications:**2018 "Afghanistan and the Politics of Quagmire: A Retrospective Analysis of US Policy," in Adenrele Awotona, ed., *Rebuilding Afghanistan*. London: Routledge.2016 "Yugoslav Wars," in Edward J. Blum, Cara Burnidge, Emily Conroy-Krutz, and David Kinkela, eds, *Dictionary of American History, Supplement: America in the World, 1776 to the Present*. Farmington Hills, MA: Charles Scribner's Sons.2015 "The Principle of 'First Do No Harm,'" in Roger MacGinty and Jenny H. Peterson, eds., *Routledge Companion to Humanitarian Action*. London: Routledge.**Distinctions:** Gerald R. Ford Presidential Foundation, 2016; Earl H. Carroll Magellan Circle Fellow, 2010-2011; University of Arizona, Office of the Provost grant, 2008-2009; O'Donnell Research Grant, George H. W. Bush Foundation, 2006; Udall Center for Studies in Public Policy Fellow, 1998; UA Social and Behavioral Sciences Research Institute grant, 1996; John D. and Catherine T. MacArthur Foundation Postdoctoral Fellow, 1989-1990; Center for International Studies Fellow, U. of Southern California, 1988 (offered and declined); Moody Research Grant, Lyndon Baines Johnson Foundation, 1987; Institute for the Study of World Politics Fellow, 1986-1987

**GONZALES, PATRISIA***Assistant Professor of Mexican American Studies,**American Indian Studies, Latin American Studies***Tenure status:** Tenure-eligible **Education:** Ph.D. Mass Communications, University of Wisconsin, Madison, 2007; B.A. Journalism, University of Texas, Austin, 1981.**Academic Experience:** University of Arizona (2009- ) **Overseas Experience:** Mexico**Languages:** Spanish, Kickapoo, Comanche, and Nahuatl **Regional Focus:** Mexico and the Southwest**Area studies courses:** MAS/LAS 319. Mexican American Culture: Mesoamerican Thought, Past and Present, MAS/AIS/LAS 435/535 Mexican Traditional Medicine, MAS 508 Mexican American Culture: Mestizaje and Indigeneity, LAS 596N Hemispheric Indigenous Consciousness.**Research and/or teaching focus:** Indigeneity from a hemispheric perspective; Indigenous communication practices; Mesoamerican symbols and codices as medicinal texts; Indigenous medicine as parallel system(s)**Recent Publications:**2012 *Red Medicine: Traditional Indigenous Rites of Birthing and Healing*. Tucson: University of Arizona Press.2012 "Calling Our Spirits Back: Indigenous Ways of Diagnosing and Treating Soul Sickness." In *Fourth World Journal*. 11.2: 25-39.**Distinctions:** Fellow, Udall Center for the Study of Public Policy, 2014; Vice President of Research Grant, 2009; Distinguished Community Scholar: UCLA's César E. Chávez Department of Chicana and Chicano Studies, 2003; Regent's Scholar at the University of California, San Diego; Kellogg National Leadership Program Fellow, 1997-1999.**GONZALEZ DE BUSTAMANTE, CELESTE***Associate Professor of Journalism and Latin**American Studies***Tenure status:** Tenured **Education:** Ph.D., History, University of Arizona 2006; M.A. Latin American Studies, UofA, 2000; B.A. Journalism and Spanish, San Jose State University, 1988.**Academic Experience:** Adjunct Instructor, Journalism Department, University of Arizona (2003-2005); Assistant Professor of Practice, Journalism, University of Arizona (2006-2007); Assistant Professor, School of Journalism, (2007-2013); Associate Professor (2013- present).**Overseas Experience:** Mexico, Brazil, Spain and Portugal **Languages:** Spanish (5) Portuguese (4) French (2)**Regional Focus:** Mexico, Brazil, U.S.-Mexico border**Percent time devoted to area/international teaching:** 75%**Percent time devoted to area/international research or outreach:** 75%**Area studies courses:** N/A**Research and teaching focus:** Television and media in Latin America; History of Television News in LA; Power and inequality in LA; Freedom of Expression in Latin America, Violence against Journalists in Latin America.**Recent Publications:**2018 "Arizona-Sonora 360: Examining and Teaching Contested Moral Geographies along the U.S.-Mexico Border," In *Civic Engagement in Diverse Latina/o Communities: Learning from Social Justice Partnerships in Action*, edited by Mari Castañeda and Joseph Krupczynski. New York: Peter Lang.2017 González de Bustamante, C. and Jessica Retis, "Underrepresented Majorities: Latin@s and the Media in the Digital Age," In *the Routledge Companion to Media and Race*, edited by Christopher P. Campbell. London: Routledge.2017 Relly, J.E. and González de Bustamante, C. "Transnational and domestic policy networks and institutional change: A study of the collective action response to violence against journalists in Mexico." In *Journalism & Communication Monographs* 19, 2: 84-152.**Number of M.A. /Ph.D. theses supervised in past 5 years:** 25**Distinctions:** Visiting Distinguished Fellow, University of Nebraska (Fall 2017); Distinguished Visiting Professor, Universidad Iberoamericana (2013-2014); 1885 Distinguished Scholar life-time title; Association for Education in Journalism and Mass Communication *Ecquid Novi* Top Paper Award, 2013; UA Confluentcenter Collaboration and Innovation Award for "The Documented Border," 2013; Udall Center for Studies in Public Policy Research Fellowship, 2011; Dart Center for Journalism & Trauma Fellowship, Columbia University, 2010; Hearst Visiting Professional, University of North Carolina-Chapel Hill, 2007-2013.

**GOSNER, KEVIN M.***Associate Professor of History, Latin American Studies***Tenure status:** Tenured  
University of Pennsylvania.**Education:** Ph.D. History, University of Pennsylvania, 1984; B.A., History,**Academic Experience:** Department Head (2007-2017); Associate Professor, History, University of Arizona, (1992-); Assistant Professor, (1986-1992).**Overseas Experience:** Mexico, Guatemala, Spain**Languages:** Spanish**Regional Focus:** Mexico, Central America**Percent time devoted to area/international teaching:** 40%**Percent time devoted to area/international research or outreach:** 40 %**Area Studies courses:** Ethnohistory of Mesoamerica and the Andes, Colonial Mexico, Colonial Latin America**Research and teaching focus:** Colonial Central America and Mexico; ethnohistory; ethnic relations, rural society.**Recent Publications:**2017 "Recovering the Aztecs and Mayas: Field Exploration, Archaeological Exhibits, and National Museums," in *The Oxford Research Encyclopedia of Latin American History*.2006 "Indigenous Production and Consumption of Cotton in Eighteenth century Chiapas: Reevaluating the Coercive Practices of the Reparto de Efectos." In *New World, First Nations*, ed. David Cahill and Blanca Tovias. Brighton: Sussex Academic Press.1998 "Religion and Rebellion in Colonial Chiapas." In *Native Resistance and Pax Colonial in New Spain*, ed. S. Schroeder. Lincoln, NE: University of Nebraska Press.**Number of M.A. /Ph.D. theses supervised in past 5 years:** Ph.D. (13)**Distinctions:** Series Co-Editor, *New Latin American History*, Routledge; Steering Committee, Southwest Seminar for Colonial Latin American History; Executive Committee, Rocky Mountain Conference on Latin American Studies; College of Social and Behavioral Sciences, Dean's Award for Graduate Teaching, 2005.

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**GRAIZBORD, DAVID***Associate Professor of Judaic Studies and Latin**American Studies***Tenure status:** Tenured**Education:** Ph.D History, Univ. of Michigan, 2000; MA History, Univ. of Michigan, 1996; BA Political Science, Univ. of CA, San Diego, 1990.**Academic Experience:** Visiting Assist. Prof. of Jewish Hist., Franklin and Marshall College (2000-2001); Assistant Professor, UA, (2001-2007); Associate Professor, UA, (2007- ).**Overseas experience:** Archival research Spain**Languages:** Spanish (5), Portuguese, Hebrew, French**Regional focus:** Spain, Portugal**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** Judaic Studies, Jewish societies**Research and teaching focus:** Conversos, Judeo-Portuguese Communities, and Sephardic Jewry**Recent Publications:**2008 "Religion and Ethnicity among the homens da nação: Toward a Realistic Interpretation," in *Jewish Social Studies* 15.1 (fall).2008 "Los judíos de la España musulmana" in *Los estudios sefarditas para estudiantes de español*, ed. Julia Lieberman (Fairview, N.C.: Pegasus Press), 9-30.2008 "La vida de los conversos en la Península Ibérica después de 1492" in *Los estudios sefardíes para estudiantes de español*, ed. Julia Lieberman (Fairview, N.C.: Pegasus Press), 98-132.**Number of M.A. /Ph.D theses supervised in past 5 years:** 8**Distinctions:** Chair of Sephardic Studies Discussion Group.

**GREEN, LINDA***Associate Professor of Anthropology and (former) Director of**Latin American Studies (2011-2015)*

**Tenure status:** Tenured      **Education:** Ph.D. Anthropology, University of California, Berkeley, 1993; M.A. Anthropology, University of California, Berkeley, 1986; MPH Hygiene and Public Health, Johns Hopkins University, 1985

**Academic Experience:** Assistant Professor of Anthropology and International/Public Affairs, Columbia University, (1993-1999); UA Assistant Professor, (1999-2003), Associate Professor (2003- ).

**Overseas experience:** Field research in Guatemala, 1986-present      **Languages:** Spanish (5); Maya-Kaqchikel (2)

**Regional focus:** Guatemala, Mexico, Latin America, Alaska, United States border region

**Percent time devoted to area/international teaching:** 50%

**Percent time devoted to area/international research or outreach:** 50%

**Area studies courses:** Introduction to Cultural Anthropology, Power and Violence in Central America and Mexico, AZ-Mexico border issues a focus in my Anthropology of Globalization and Individual and Culture

**Research and teaching focus:** Socio-cultural anthropology, structural and political violence, medical anthropology, historical political economy, anthropology of development, gender, human rights, ethics, peasant studies, communities and cultures, migration and border issues

**Recent Publications:**

2017      "The Postville Raids Ten Years Later: A Reflection" in *UNIVERSITAS* 2017-2018 issue

2016      "Mujers mayas: de genocidio hasta etnocidio" in *Anuario: la revista de antropologia Uruguayno* (June)

2015      "The Vicissitudes of Violence" in *Latin American Perspectives* July

**Number of M.A. /Ph.D. theses supervised in past 5 years:** 19

**Distinctions:** National Science Foundation grants 2010, 2011, 2015; Wenner-Grant Foundation for Anthropological Research

**GREENBERG, JAMES B.***Research Professor, Bureau of Applied Research in**Anthropology, also Latin American Studies*

**Tenure status:** Tenured      **Education:** Ph.D., Anthropology, University of Michigan, 1978; M.A., Anthropology, University of Michigan, 1971; B.A., English, University of Michigan, 1969.

**Academic Experience:** Associate Director, BARA, University of Arizona (1995-); Acting Director, BARA (2000); Research Associate Professor, BARA (1990-); Assistant Research Professor, BARA (1982-1989); Visiting Assistant Professor, Indiana University (1980-1981); Visiting Assistant Professor, Arizona State University (1979-1980).

**Overseas Experience:** Northern and Southern Mexico; Dominican Republic.

**Languages:** Spanish (5), Portuguese (2), Chatino (4), Mixe (2)

**Regional Focus:** Mesoamerica

**Percent time devoted to area/international teaching:** 25%

**Percent time devoted to area/international research or outreach:** 75%

**Area studies courses:** History and Theory in Applied Anthropology, Law and Development, Mesoamerican Indians

**Research and teaching focus:** Political ecology, economic anthropology, complex society, urban anthropology, peasant studies, borderlands, conflict studies

**Recent Publications:**

2017      Greenberg, James B. and Thomas K Part. *Hidden Interests in Credit and Finance: Power, ethics, and social capital across the last millennium*, Lexington Books.

2017      Park, Thomas K. and James B. Greenberg. *The Roots of Western Finance: Power, ethics, and social capital in the ancient world*. Lexington Books.

2012      Weaver, Thomas, James B. Greenberg, Anne Browning, William Alexander, (editors). *Neoliberalism and Commodity Production in Mexico*. University of Colorado Press.

**Distinctions:** Editorial Board of *Estudios Sociales*, 1994-present; Society for Applied Anthropology, Chair, Malinowski Award Committee, 1999-2002; President, Political Ecology Society, Inc., 2000-2001.

**GRIEGO-JONES, TONI**

*Professor Emerita, Foundations of Education, Dept. of Teaching, Learning & Sociocultural Studies, College of Education; Latin American Studies; Mexican American Studies*

**Tenure status:** Tenured      **Education:** Ph.D. Education, University of Colorado, Boulder, 1988; M.A. Elementary Education, Adams State College, 1970; B.A. Art Education, Colorado State University, 1967.

**Academic Experience:** Professor, University of Arizona; Associate Professor (1994-2012), Assistant Professor (1988-95), University of Wisconsin, Milwaukee.

**Overseas Experience:** Mexico, Chile, Spain      **Languages:** Spanish      **Regional Focus:** Mexico, Southwest U.S.

**Area studies courses:** Graduate courses in teaching Mexican American children, equity in schools and society, school reform, and education of Mexican American students in the United States.

**Research and/or teaching focus:** bilingual education; education of Mexican Americans in the U.S.; Latino parent involvement in U.S. schooling; teach preparation for English language learners and Mexican immigrant students.

**Recent Publications:**

- 2018      "Parent involvement in schools along the U.S.-Mexico border" In Yan Guo, Ed. *Home School Relations: International Perspectives*. New York: Springer Publishing.
- 2014      "Undocumented Immigrants in Elementary Schools in the United States" In A. O'Leary (Ed.) *Undocumented Immigrants in the United States Today: An Encyclopedia of Their Experiences*. Santa Barbara, CA: The Greenwood Publishing Group.
- 2012      "Analysis and Interpretation in Transnational Classroom Research" In M. Lengerling (Ed.). *Interpretation of Qualitative Research*. Guanajuato, Mexico: University of Guanajuato Press (493-507).

**Distinctions:** College of Education Maria Urquides Award for Service to Students in Bilingual Education, 2015; Fulbright Garcia-Robles Senior Scholar Award, 2008-09; University of Arizona Peter W. Likins Inclusive Excellence Faculty Award, 2008; Provost's Research Career Development Fund award, University of Arizona, 2004; College of Education Outstanding Service Nomination, University of Arizona, 1998, 2003.

**HILL, TERRENCE**

*Associate Professor, Department of Sociology; Director of Care, Health, & Society Program; Secondary Appointment: Arizona Center on Aging*

**Tenure status:** tenured      **Education:** B.A. Sociology, Women's Studies Minor, Texas State University, 1999; M.A. Sociology, Social Psychology Emphasis, Bowling Green State University, 2001; Ph.D. Sociology, Sociology of Health Emphasis, The University of Texas at Austin, 2006

**Overseas experience:** Mexico      **Languages:** Spanish (3)

**Regional focus:** Mexico      **Area studies courses:** N/A

**Percent time devoted to area/international teaching:** 25%

**Percent time devoted to area/international research or outreach:** 25%

**Research and teaching focus:** Medical sociology, social epidemiology, social psychology, research methods, social inequality in health and human suffering, religious involvement, neighborhood context, social relationships, socioeconomic status

**Recent Publications:**

- 2005      Angel, Ronald, Sonia Frias, and Terrence Hill. "Determinants of Household Insurance Coverage: An Examination of Low-income Children from Boston, Chicago, and San Antonio." *Social Science Quarterly* 86:1338-1353.
- 2004      Hill, Terrence, Benjamin Moulton, and Amy Burdette. "Conservative Protestantism and Attitudes toward Homosexuality: Does Political Orientation Mediate this Relationship?" *Sociological Focus* 37:59-70.
- 2003      DeMaris, Alfred, Michael Benson, Greer Litton Fox, Terrence Hill, and Judy Van Wyk. "Distal and Proximal Factors in Domestic Violence: A Test of an Integrated Model." *Journal of Marriage and Family* 65:652-657.

**Distinctions:** Outstanding Faculty Teaching Award

**HILDEBRAND, JOHN G.***Regents' Professor of Neuroscience,**Chemistry & Biochemistry, Ecology & Evolutionary Biology, Entomology, Latin American Studies, and Molecular & Cellular Biology***Tenure status:** Tenured    **Education:** Ph.D. Biochemistry, Rockefeller University, 1969; A.B. Harvard University, 1964**Academic Experience:** Regents Professor, University of Arizona (1989- ); Professor of Neuroscience, Chemistry & Biochemistry, Ecology & Evolutionary Biology, Entomology, Molecular & Cellular Biology (1985-).**Overseas Experience:** Argentina, Chile, Uruguay and Mexico (also Europe, Australia, China, Japan)**Languages:** German (3), French (2), Spanish (1)    **Regional Focus:** Argentina, Chile and Uruguay**Percent time devoted to area/international teaching:** 5%**Percent time devoted to area/international research or outreach:** 10%**Area studies courses:** N/A**Research and teaching focus:** education in biomedical sciences & health, and professional training.**Recent Publications (selected):**2017 Mitchell RF, Hall LP, Reagel PF, McKenna DD, Baker TC, Hildebrand JG, "Odorant receptors and antennal lobe morphology offer a new approach to understanding olfaction in the Asian longhorned beetle" in *J Comp Physiol A*, 203:99-1092015 Goldman-Huertas B, Mitchell RF, Lapoint RT, Faucher CP, Hildebrand JG, Whiteman NK, "Evolution of herbivory in Drosophilidae linked to loss of behaviors, antennal responses, odorant receptors and ancestral diet" in *Proc Natl Acad Sci USA* 112:3026-3031**Distinctions:** Humboldt Research Award, Alexander von Humboldt-Stiftung, Germany 1997; Elected Member, German National Academy of Sciences 'Leopoldina' 1998; Elected Foreign Member, Norwegian Academy of Science and Letters 1999; Elected Fellow, American Academy of Arts and Sciences 2001; Elected Member, National Academy of Sciences USA 2007; Honorary Degree, University of Cagliari, Italy 2000; Chair, Board of Neuroscience Schools for International Brain Research Organization; Einstein Professorship, Chinese Academy of Sciences 2008; Phi Beta Kappa Visiting Scholar 2009-10; Honorary Professor, Wenzhou Medical College, Zhejiang, China 2009-present; Recipient of MacArthur Foundation Award.**HOPKINS, JAMES***Associate Clinical Professor, Indigenous Peoples**Law and Policy Program***Tenure status:** Tenured    **Education:** LL.M./ITP Harvard Law School, 2000; LL.B. University of Toronto, 1996; B.A. University of Toronto, 1993.**Area studies and courses:** Comparative Law of Indigenous Peoples; Native American Natural Resources Law; Federal Public Lands and Natural Resources; International Environmental Law; Tribal Courts (Practicum)**Recent Publications:**2014 Maier, R. M., Diaz-Barriga, F., Field, J. A., Hopkins, J. C., Klein, B., & Poulton, M. M. "Socially responsible mining: the relationship between mining and poverty, human health and the environment" in *Reviews on Environmental Health*, 29, 83-89.2011 Tribal Sovereignty and Climate Change: Moving Toward Intergovernmental Cooperation, in *Navigating Climate Change Policy: The Opportunities of Federalism 48* (Edella Schlager, Kirsten Engel, & Sally Rider eds).2008 "Rights for Indigenous Peoples: The Struggle for Uniformity: The UN Declaration and Beyond," in. *Journal of International Affairs*, 75.**Distinctions:** Award of Appreciation, Pascua Yaqui Senior's Center, Spring 2015; Award of Excellence in Research and Writing for LL.M. Thesis; Indian Association Scholar, 1999; Wilson Moot National finalist in tax & family law, 1995; Department of Justice Aboriginal Scholarship Recipient, 1994 - 1996; Roger Carter Q.C. Scholar, 1994; Leslie G. Dollinger Memorial Prize, 1993; Erindale Merit & Leadership Award, 1991; Intern Award: Population Research, Department of Sociology, 1991-1992.

**HUIZAR-HERNANDEZ, ANITA***Assistant Professor, Spanish and Portuguese***Tenure status:** Tenure-eligible**Education:** Ph.D. Literature, University of California, San Diego, 2013; M.A. Literature, UC, San Diego, 2011; B.A. English Literature and Spanish, Arizona State University, 2008.**Academic Experience:** University of Arizona (2013- )**Overseas Experience:** Spain, Mexico, Chile **Languages:** Spanish (5) **Regional Focus:** U.S.-Mexico Border**Percent time devoted to area studies courses:** 100%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** SPAN 333: Advanced Spanish for Heritage Learners, SPAN 433: Special Topics in Mexican/Mexican American Culture, SPAN 403: Major Work in Mexican/Mexican American Literature, SPAN 541: Topics in Spanish American Nineteenth and Twentieth-Century Literature, SPAN 350: Introduction to Literary Genres in Spanish**Research and/or teaching focus:** Latino/a Literature and Culture; Latin American Literature and Culture; U.S.-Mexico Borderlands**Recent Publications:**

2017 "The Specter of Statehood: Inventing Arizona in Charles D. Poston's Building a State in Apache Land and Marie Clara Zander's 'The Life of an Arizona Pioneer,'" *MELUS* 42, no. 2: 53-78;

2017 "'The Real Geronimo Got Away' Eluding Expectations in Geronimo: His Own Story; The Autobiography of a Great Patriot Warrior," *SAIL* 29, no. 2 (2017): 49-70;

2017 "Papers Please: Toward a Politics of Personhood in Arizona and Beyond," *Aztlán: A Journal of Chicano Studies* 42, no. 1: 225-238.

**Distinctions:** 2017 Arizona Humanities Large Project Grant Recipient (\$10,000), spring 2018 Visiting Professor at the University of New Mexico Center for Regional Studies

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**HUTCHINSON, BARBARA***Director and Librarian, Arid Lands Information**Center, Office of AridLands Studies, College of Agriculture and Life Sciences; Affiliated Faculty Center for Latin American Studies***Tenure status:** Non-tenure**Education:** Ph.D., Higher Education, University of Arizona, 2005; M.L.S., University of Arizona, 1982; B.A., History, University of California-Riverside.**Academic Experience:** Director and Librarian, Arid Lands Information Center, Office of Arid Lands Studies, College of Agriculture and Life Sciences, University of Arizona, (1989-); Manager, Research Support Office, Office of the Vice President for Research, University of Arizona (1985-1988).**Overseas Experience:** Chile, Argentina and Mexico**Languages:** Spanish (3) French (3)**Regional Focus:** Chile, Argentina, Mexico.**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** N/A**Research and teaching focus:** Evaluation and coordination of new library services.**Recent Publications:**

2002 Hutchinson, B. and A. Powell, eds. *Using the Agriculture Literature*. New York: Marcel Dekker, Inc.

1995 Waser, K. and B. Hutchinson, *Arid Lands Research Institutions: A World Directory*, 4th ed. Rome: Food and Agriculture Organization (FAO) of the United Nations.

**Distinctions:** Nominated for a University of Arizona Vision Award, University of Arizona Commission on the Status of Women, 2003; University of Arizona Team Award for Excellence, 2003; USDA Certificate of Appreciation for Outstanding Leadership in the Development of AgNIC, 1998.

**INOMATA, TAKESHI***Professor of Anthropology, Latin American Studies***Tenure status:** Tenured**Education:** Ph.D. Anthropology, Vanderbilt University, 1995.**Academic Experience:** Assistant Professor, Yale University (1995-2000); University of Arizona: Assistant Professor (2000-2002), Associate Professor (2002-2009), Professor (2009-), Agnese Nelms Haury Chair in Environment and Social Justice (2014-)**Overseas experience:** Guatemala, Mexico **Languages:** Spanish (4) **Regional focus:** Guatemala, Mexico**Percent time devoted to area/international teaching:** 100%**Percent time devoted to area/international research or outreach:** 100%**Area studies courses:** Mesoamerican Archaeology (Maya), Mesoamerican Archaeology (Mexico), Seminar in Maya Archaeology**Research and teaching focus:** Archaeology**Recent Publications:**

- 2018 "Archaeological Application of Airborne LiDAR to Examine Social Changes in the Ceibal Region of the Maya Lowlands" *PLoS ONE* 13(2): e0191619.
- 2017 "Archaeological Application of Airborne LiDAR with Object-Based Vegetation Classification and Visualization Techniques at the Lowland Maya Site of Ceibal, Guatemala" in *Remote Sensing* 9(6), 563.
- 2017 "Airborne Laser Survey and Archaeological Investigations of the Maya Site of Ceibal and its Surroundings" in *Kodai Amerika* (Ancient Americas) 20:123-134.

**Distinctions:** supervises restoration of archaeological site in Aguateca, Guatemala, honorary member of the Guatemalan Academy of Geography and History.**JACOBS, KATHARINE***Director, Center for Climate Adaptation Science and**Solutions, Professor of Soil/Water and Environmental Science, and Professor of Hydrology / Atmospheric Sciences***Tenure status:** Tenured**Education:** MLA Environmental Planning, University of California, Berkeley, 1981; B.A. Biology, Middlebury College, Middlebury, Vermont, 1977.**Academic Experience:** Professor and Specialist, Department of Soil, Water and Environmental Science and Water Resources Research Center, University of Arizona (2003- ).**Area studies courses:** N/A**Research and teaching focus:** Water policy, drought planning, stakeholder engagement, Colorado River management, climate change adaptation, and analysis of knowledge systems for sustainable development.**Recent Publications:**

- 2013 Grimm, N. and K. Jacobs. "Evaluating Climate Impacts on People and Ecosystems" Guest Editorial, *Frontiers in Ecology & the Environment*.
- 2011 National Research Council. "America's Climate Choices: Adapting to the Impacts of Climate Change" (Panel report, Jacobs and Wilbanks, Chairs). National Academies Press, Washington, D.C.
- 2011 National Research Council. "America's Climate Choices" (Panel report, Jacobs Member)

**Distinctions:** Assistant Director in the Office of Science and Technology Policy (OSTP) in the Executive Office of the President, 2010-2013; Executive Director of the Arizona Water Institute 2006-09; Boggess Award, Best Paper, Journal of the American Water Resources Association, 2009; Partners in Conservation Award, Secretary of the Interior, 2009; Appointed to National Academy of Sciences Panels, 1994, 2002, 2003, 2005, and 2008 (2 panels); Outstanding Diversity by a Graduate Program Award, Univ. of Arizona, 2008; Special Achievement Award, Dept. of Water Resources, 2002; Employee of the Year, Dept. of Water Resources, 2000; Tucson Regional Water Council Community Leadership Award, 1999.



**JEFFERY, R. BROOKS***Associate Vice President for Research; Professor,**College of Architecture, Planning, and Landscape Architecture; Latin American Studies***Tenure status:** tenured **Education:** Masters of Library Science, Concentration in Archives, Univ. of Arizona. 1992; B.A., Architecture, Historic Preservation Emphasis, Univ. of Arizona. 1983.**Academic Experience:** Coordinator, Heritage Conservation, College of Architecture, Planning & Landscape Architecture, University of Arizona (2000-16), Director, Drachman Institute, College of Architecture, Planning & Landscape Architecture, University of Arizona (2009-16).**Overseas Experience:** Panama, Mexico, Spain, Chile, Yemen**Languages:** Spanish (3), Arabic (2) **Regional Focus:** Spain, Latin America, Middle East**Percent time devoted to area/international teaching:** 10 %**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** Introduction to Heritage Conservation, Documentation and Interpretation of the Historic Built Environment**Research and teaching focus:** Architecture, heritage conservation, Spanish colonial town planning, Spanish Colonial architecture, vernacular architecture and cultural landscapes, Preservation of mission sites.**Recent Publications:**2018 "Mixing Sacred and Profane: Hispanic-American Hybrid Towns of the 19th Century American Southwest" in *El Urbanismo Neoclásico en el Septentrión Novohispano*, edited by Luis Arnal Simón and Diana Ramiro Esteban. Mexico DF: Universidad Nacional Autónoma de México.2016 "Arquitectura Vernacula: Identidad y Sostenibilidad" in *Sistemas Tradicionales Constructivos*, edited by Rocío López de Juambelz. Mexico DF: Universidad Nacional Autónoma de México.

2015 "Arizona misiones de la Pimeria Alta: Arquitectura y Conservación" Alta Hermosillo: Instituto Nacional de Antropología e Historia.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 8**Distinctions:** Director's Award, National Park Service, 2015; PI on numerous National Park Service grants for bi-national "Missions Initiative – Iniciativa Misional"; Consultant to project "Preserving Colonial Legacies in Panama," USAID, 1998-99; Member UA Historic Preservation Advisory Committee, 1996-present.**JENKINS, JENNIFER***Professor of Literature and Film, Department of**English, affiliate Latin American Studies, American Indian Studies, School of Information***Tenure status:** Tenured **Education:** Ph.D., English, University of Arizona, 1993; M.A., English, University of Chicago, 1983; B.A., English, University of Arizona, 1982.**Academic Experience:** University of Arizona: Professor of English (2017-), Associate Professor of English (2010-2017), Associate Professor of Media Arts (2003-2010), Associate Professor of Humanities (1997-2003).**Overseas Experience:** Philippines (3 years), Mexico, France**Languages:** Spanish (5) French (5) Japanese (2)**Regional Focus:** Mexico and Southwest U.S. borderlands**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 30%**Area studies courses:** Mexican Cinema; Interdisciplinary studies in Mexico and the U.S. Southwest.**Research and teaching focus:** Film History & Theory; Visual and Literary Cultures of the U.S. Southwest and Borderlands; Mexican cinema; Applied Archival Practice**Recent Publications:**2018 "Sounding Modern Identity in Mexican Film," with Janet L. Sturman, in *Cultural Nationalism and Ethnic-Popular Music: Indigenous Opera, Dance Dramas, Popular Songs, and Movie Soundtracks*. Ed. William Beezley. Albuquerque: University of New Mexico Press.2017 "Revolutionary Influences on Genre Cinema in Mexico" in *The Oxford Research of Oxford Research Encyclopedia of Latin American History*. Ed. William Beezley. New York: Oxford University Press.2016 *Celluloid Pueblo: Western Ways Films and the Invention of the Postwar Southwest*. University of Arizona Press.**Number of M.A. /Ph.D. theses supervised in past 5 years:** 2**Distinctions:** "The Afterlife of Film: Upgrading and Tribesourcing Southwestern Materials in the American Indian Film Gallery." NEH Collection Development and Reference Resources Grant. \$349,343. Funded, 2017-2020; "La Búsqueda: The Quest." NEH Challenge Grant to found a Humanities Center. \$500,000 plus match. Funded, 2015-2020; "Repatriation and Tribesourcing of Yaqui Easter Films from 1972." Faculty Research Grant. UA Center for Educational Resources in Culture, Language, and Literacy, 2016

**JONES, J.P.***Dean of the College of Social and Behavioral**Sciences; Professor of Geography and Development; Affiliated Faculty, and Latin American Studies***Tenure status:** Tenured**Education:** Ph.D. Geography, The Ohio State University, 1984; M.S. Geography, Florida State University, 1979; B.A. Geography, University of Florida, 1977.**Academic Experience:** Professor, Geography and Development, University of Arizona (2003-); Professor, Geography, University of Kentucky (1989-2003); Visiting Fulbright Professor, University College Dublin (1993-94).**Overseas Experience:** Mexico, Australia, Western Europe, China, and Japan **Languages:** Spanish (2)**Regional Focus:** Mexico**Percent time devoted to area/international teaching:** 10%**Percent time devoted to area/international research or outreach:** 10%**Area studies courses:** N/A**Research and teaching focus:** geographic theory, research methods, indigenous identity on Oaxaca, transnational NGO networks, globalization.**Recent Publications:**2011 "Managerialism in Motion: Lessons from Oaxaca" (with Susan M. Roberts and Oliver Fröhling), *Journal of Latin American Studies*, Vol. 43, No. 4, pp. 633-662.2008 "Neoliberal Development through Technical Assistance: Constructing Communities of Entrepreneurial Subjects in Oaxaca, Mexico" (with Margath Walker, Susan M. Roberts, and Oliver Fröhling), *Geoforum*, Vol. 39, pp. 527-542.2007 "When Participation meets Empowerment: The WWF and the Politics of Invitation in Chimalapas, Mexico" (with David Walker, Susan M. Roberts, and Oliver Fröhling), *Annals of the Association of American Geographers*, Vol. 97, No. 2, pp. 423-444.**Distinctions:** 2009 Fall Distinguished Author, University of Kentucky Committee on Social Theory; 2008 ESRC International Visiting Fellowship, Centre for Civil Society, London School of Economics; 2008 Distinguished International Visitor, Department of Geography, University of Durham; 2005 Visiting Scholar, Helen Riaboff Whiteley Center, University of Washington Friday Harbor Laboratories.**KUNNIE, JULIAN***Professor of Religious/ Classics Studies***Tenure status:** Tenured**Education:** Ph.D Systematic Philosophy and Theology, Graduate Theological Union**Academic Experience:** Africana Studies, Department of Religious Studies/ Classics Studies, School of Middle Eastern and Northern African Studies, University of Arizona**Overseas Experience:** Nicaragua, Mexico, Venezuela, Brazil, Peru, Haiti, South Africa, Kenya, China, Taiwan**Languages:** English (5), isiZulu (5), Dutch (5), Spanish (4), Classical Greek (3), German (3), isiXhosa (3), Kiswahili (3), Classical Arabic (2).**Percent time devoted to area studies courses:** 30%**Percent time devoted to area/international research or outreach:** 60%**Area studies courses:** AFAS/AIS/RELI 381 African/Indigenous Religions, RELI 315 Globalization, Indigenous Peoples, Ecocide, and Imprisonment**Research and/or teaching focus:** Global subaltern experiences.**Recent Publications:**2016 "Black and Brown: Africana and Latino/a Grassroots Culture and Justice Struggles in the 20th and 21st Century United States" In *Studies in Honor of Charles M. Tatum* (pp 235-262). Juan de la Cuesta-Hispanic Monographs.2015 "Indigenous African Spirituality at the Root of Africana Religion in the Americas" and "Indigenous Cultures and Philosophies in Africa and North America" In *Encyclopedia of African Cultural Heritage in North America* (p. 10). Sage Publications.2015 *The Cost of Globalization: Dangers to the Earth and Its People*. McFarland & Company.**Distinctions:** Frank Talks Award, Arizona Council for the Humanities, 2018; Student Faculty Interaction Grant, 2017; Editor in Chief, *Journal of Islamic Perspective and Culture*, 2014; Award of Appreciation, African Students Association, Arizona State University, 2007; Presenters Award, African and Diaspora Conference on Cultural Diversity, UNESCO and Department of Arts and Culture, South Africa 2006; Learner-Centered Education grant, Arizona Board of Regents, 2004-2005; Vice Provost for Technology Instructional Technology Grant for Africana Studies, American Indian Studies, 2001; U.S. Department of Energy Grant for African Energy Ministers Conference, 2000 (\$100,000).

**LEBENSOHN, PATRICIA***Clinical Associate Professor, Family and**Community Medicine***Tenure status:** Tenured**Education:** MD, School of Medicine, University of Rosario, Argentina, 1982; Psychiatry, Community Psychiatric Hospital, Argentina, 1983, 87; Family Therapy, Syracuse University, 1987-89; Family Medicine Residency, St. Joseph's Health Center, Syracuse, NY, 1990-93.**Academic Experience:** Assistant Professor of Clinical Family and Community Medicine, University of Arizona (1993-2001); Associate Program Director, Family Practice Residency, University of Arizona (1995-97); Associate Professor of Clinical and Family Medicine, University of Arizona, (2001-); Program Director, Family Practice Residency, University of Arizona, (1999-).**Overseas Experience:** Native of Argentina**Languages:** Spanish (5), English (5)**Regional Focus:** Latin America**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** International health, teaches part-time in Argentina**Research and teaching focus:** Women's health, multicultural health training.**Recent Publications:**

- 2017 Lebensohn, P., Ali-Akbarian, L., Weil, A., & Ricker, M. A. "Non-Steroidal Anti Inflammatory Medications" in *Mind Over Meds*. Little, Brown & Co.
- 2015 Gardiner, P., Filippelli, A. C., Lebensohn, P., & Bonakdar, R. "The incorporation of stress management programming into family medicine residencies-results of a national survey of residency directors: a CERA study" in *Family medicine*, 47(4), 272-8.
- 2015 Kligler, B., Brooks, A. J., Maizes, V., Goldblatt, E., Klatt, M., Koithan, M. S., Kreitzer, M. J., Lee, J. K., Lopez, A. M., McClafferty, H., Rhode, R., Sandvold, I., Saper, R., Taren, D., Wells, E., & Lebensohn, P. "Interprofessional Competencies in Integrative Primary Healthcare" in *Global advances in health and medicine: improving healthcare outcomes worldwide*, 4(5), 33-9.

**Distinctions:** Steering Committee, Group on the Family in Family Medicine, Society of Teachers of Family Medicine, 1999-2001.**LESEUR-BROWN, GETA***Associate Professor of Africana Studies, also**English, Women Studies, Latin American Studies***Tenure status:** Tenured**Education:** Ph.D., English, Indiana University, 1982; M.A., Comparative Literature, Indiana University., 1975; M.A., English, Columbia University, 1972; B.S., Biology, Central State University, 1970.**Academic Experience:** Associate Professor, Africana Studies, University of Arizona (2002-); Associate Professor of English and Women Studies, University of Missouri-Columbia (1994-2002); Assistant Professor of English and Women Studies, University of Missouri-Columbia (1988-94); Adjunct Professor of Black Studies, University of Arizona (1986-87); Assistant Professor of English and Africana Studies, Colgate University (1984-85).**Overseas Experience:** Canada, Caribbean, England, Mexico, South Africa, Portugal, Spain**Languages:** Spanish (3), Haitian Creole (2)**Regional Focus:** Southwest US, Caribbean, and South Africa**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** African American Literature; Survey of Caribbean Literature; Literature of the African Diaspora; The Anglophone Caribbean Novel; Women Race and Class; Caribbean Women Writers**Research and teaching focus:** Africana Women; Oral History of Black, Native and Mexican Women; Anglophone Caribbean Literature; Post Colonial/Commonwealth Literatures and Theory, Oral History/Public History, African and Belize-Vera Cruz Connection.**Recent Publications:**

- 2006 "Head, Schwarz-Bart, and Kincaid: Refashioning alternative landscapes" In *CLA Journal*. 50, 2, 207-218.
- 2001 "Transformative Belief: Re-Creating the World through Story and Ritual in Schwartz-Bart's Bridge of Beyond and Naylor's Mama Day." *PALARA* 5: 20-31.
- 2001 "Read Your History Man: Bridging Racism, Paternalism and Privilege in Paule Marshall's The Chosen Place, the Timeless People." *CLA Journal* 44 (1).

**Distinctions:** Fulbright (Spain), 2001; NEH grants evaluation panel, 1998-99; Associate editor, *MaComere*, Literary Journal of the Association of Caribbean Women Writers and Scholars.

**LIVERMAN, DIANA M.***Development, University of Arizona**Regents' Professor, School of Geography and***Tenure status:** Tenured**Education:** Ph.D. Geography, University of California, Los Angeles, 1984; M.A. Geography, University of Toronto, Canada, 1979; B.A. Geography, University College London, England, 1976.**Academic Experience:** Co-director of the Institute of the Environment, University of Arizona (2009-2016); Director, Environmental Change Institute, Professor of Geography, Oxford University (2003-2009); Professor of Geography, University of Arizona (1996-2003); Associate Professor of Geography, Penn State (1989-1996), Assistant Professor of Geography, University of Wisconsin, Madison (1985-1989).**Overseas Experience:** Mexico, Brazil, Guatemala, Europe, Southern Africa**Languages:** Spanish (4), French (3)**Regional Focus:** Mexico**Percent time devoted to area studies courses:** 25%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** World Regional Geography, Global Change in Latin America**Research and teaching focus:** Climate impacts, adaptation and policy, human dimensions of global change, political economy of the environment, Latin America, Mexico**Recent Publications:**

- 2017 Klinsky, Sonja, Timmons Roberts, Saleemul Huq, Chukwumerije Okereke, Peter Newell, Peter Dauvergne, Karen O'Brien et al. "Why equity is fundamental in climate change policy research." In *Global Environmental Change* 44: 170-173.
- 2015 Laura Canevari-Luzardo, Joan Bastide, Isabelle Choutet & Diana Liverman, "Using partial participatory GIS in vulnerability and disaster risk reduction in Grenada" in *Climate and Development*, 9:2, 95-109.
- 2011 Cole J.C. and Liverman D.M., "Brazil's Clean Development Mechanism governance in the context of Brazil's historical environment-development discourses" in *Carbon Management* 2(2):145-160.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 5**Distinctions:** Intergovernmental Panel on Climate Change, won the Nobel Peace Prize in 2007; Distinguished Scholarship Honors, Association of American Geographers; Founders Gold Medal, Royal Geographical Society.**LOBO, SUSAN***UA Associate/Distinguished Visiting Scholar***Tenure status:** Non-tenure**Education:** Ph.D. Cultural Anthropology, University of Arizona, 1977.**Academic Experience:** University of Arizona (2002- ); University of California, Davis (1989-1991); University of California, Berkeley (1981-1984)**Overseas Experience:** Uruguay**Regional Focus:** Uruguay, U.S.-Mexico Border Region**Percent time devoted to area/international research or outreach:** 100**Area studies courses:** N/A**Research and/or teaching focus:** Indigenous peoples worldwide, including urbanization, modernization, migration, and community development; American Indians with a focus on contemporary issues, urbanization, and social change; and current issues in Native American Studies as an academic field of study.**Recent Publications:**

- 2014 "Why? and How? An Essay on Doing Anthropology and Life," in *Mutuality: Anthropology's Changing Terms of Engagement*, Roger Sanjek (ed). University of Pennsylvania Press, Philadelphia.
- 2013 "Indigenous Peoples, rural to urban migration, United States and Canada," co-authored with Heather Howard, in *The Encyclopedia of Global Human Migration*. Immanuel Ness (ed.) Blackwell Publishing, New Jersey.
- 2010 "Reflexiones referentes a la Investigacion Comunitaria Participatoria: experiencias en USA y en Uruguay" in *Anuario de Antropologia Social y Cultural en Uruguay*. Universidad de la Republica, Uruguay.

**LOPEZ HOFFMAN, LAURA***Associate Professor, Udall Center for Public Policy,**School of Natural Resources & the Environment***Tenure status:** Tenure-eligible**Education:** Ph.D Stanford University, AB Princeton University**Academic Experience:** *Visiting Scholar*, Udall Center, University of Arizona, *Associate Research Scientist*, Geosciences, University of Arizona, *NSF Post-doctoral Fellow*, Udall Center, University of Arizona, *NSF Post-doctoral Fellow*, Centro de Investigaciones en Ecosistemas, Universidad Nacional Autónoma de México,**Overseas Experience:** 20 years research experience in Latin America **Languages:** Spanish (5) Portuguese (3)**Regional Focus:** Mexico, North America including Canada**Area studies courses:** N/A**Percent time devoted to area studies courses:** 25%**Percent time devoted to area/international research or outreach:** 75%**Research and/or teaching focus:** Transboundary ecosystem services shared by the US and Mexico; Transboundary conservation policy, US-Mexico; Conservation ranching and ecosystem services; Land-use planning for ecosystem services; Ecological & social consequences of homeland security on US-Mexico border; US environmental policy.**Recent Publications:**

- 2017 López-Hoffman, L, J Diffendorfer, R Wiederholt, R Medellin, G McCracken, T Huang, WE Thogmartin & D Semmens. "Operationalizing the telecoupling framework by calculating spatial subsidies in the ecosystem services of migratory Mexican free-tailed bats" Special Issue. *Ecology and Society* 22(4): 23.
- 2017 López-Hoffman, L, C Chester, D Semmens, W Thogmartin, S Rodriguez-McGoffin, R Merideth & JE Diffendorfer. "Ecosystem services from transborder migratory species: implications for conservation governance" in *Annual Reviews in Environment and Resources*, 42: 509-539
- 2017 Thogmartin, WE, JE Diffendorfer, L López-Hoffman, K Oberhauser, J Pleasants, BX Semmens, D Semmens, OR Taylor & R Wiederholt. "Density estimates of monarch butterflies overwintering in central Mexico" in *Peer J*, 5.
- 2017 López-Hoffman, L, C Chester & R Merideth. "Conserving transborder migratory bats, preserving nature's benefits to humans: the lesson from North America's bird conservation treaties" *BioScience*, 67(4): 321-322.
- 2017 Oberhauser, K, R Wiederholt, J Diffendorfer, L Ries, L Lopez-Hoffman, D Semmens, W Thogmartin, & B Semmens. "A trans-national monarch butterfly population model for identifying regional conservation priorities" in *Ecological Entomology*. 42-51-60.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 7**LUTES, TODD***Associate Professor, University of Arizona, South***Tenure status:** Tenured**Education:** Ph.D. and M.A., Political Science, University of Arizona, 1995, 1989; B.A. Texas Lutheran College, 1987.**Academic Experience:** Program Director, Government and Public Service, University of Arizona South (2012-2017) Associate Professor, University of Arizona South (2003-); Division Chair, University of Arizona South (2003-2012); Program Director, Political Science, University of Arizona South (1992-2012); Assistant Professor of Political Science, University of Arizona South (1997-2003); Adjunct Assistant Professor of Political Science, University of Arizona Sierra Vista (1995-1997).**Overseas Experience:** Mexico 1 year**Languages:** Spanish (3)**Regional Focus:** Mexico**Percent time devoted to area/international teaching:** 15%**Percent time devoted to area/international research or outreach:** 0%**Area studies courses:** Immigration and Refugee Policy, The U.S.-Mexico Borderlands in Comparative Perspective, The Government and Politics of Mexico**Research and teaching focus:** Modern political theory, Latin American literature and politics, Democratic theory and democracy in Latin America, Latin American political thought.**Recent Publications:**

- 2003 *Shipwreck and Deliverance: Politics, Culture and Modernity in the Works of Octavio Paz, Gabriel García Márquez and Mario Vargas Llosa*. Lanham, MD: University Press of America, Inc.

**Distinctions:** Recognized as a "Teacher Who Made a Difference," SBS Honors Convocation, University of Arizona, 1999; Named "Outstanding Mentor," New-Traditional Student Advisory Council, University of Arizona, 1996; Emory & Ann-Eve John Scholarship, School of Social and Behavioral Sciences, University of Arizona, 1993.

**MAGAÑA, MAURICE RAFAEL***Assistant Professor, Mexican American Studies***Tenure status:** Tenure-eligible **Education:** Ph.D. in Cultural Anthropology, University of Oregon  
M.A., Cultural Anthropology, University of Oregon; B.A. Anthropology, University of South Florida**Academic Experience:** Assistant Professor, Mexican American Studies (2016-present); Lecturer, César Chávez Department of Chicana/o Studies, University of California, Los Angeles (2014-2016); Postdoctoral Fellow, Institute of American Cultures /Visiting Researcher, Chicano Studies Research Center, University of California, Los Angeles (2014-2016); Visiting Scholar, Center for U.S.-Mexican Studies University of California, San Diego (2012-2013)**Overseas Experience:** Research in Mexico, Costa Rica, Honduras, South Africa **Languages:** English, Spanish**Regional Focus:** Mexico and U.S.**Area studies courses:** N/A**Percent time devoted to area/international research or outreach:** 75%**Research focus:** cultural politics of youth organizing, transnational migration, urban space, and social movements in Mexico and U.S.**Recent Publications:**

- 2017 "Spaces of Resistance, Everyday Activism, and Belonging: Youth Reimagining and Reconfiguring the City in Oaxaca, Mexico" in *The Journal of Latin American and Caribbean Anthropology*, 22: 215-234.
- 2016 "From the Barrio to the Barricades: Grafiteros, Punks and the Remapping of Urban Space" Special double issue, "Mexican and Chicana Social Movements," *Social Justice*: Vol. 42 (3/4).
- 2014 "Building Horizontal Political Cultures: Youth Activism and the Legacy of the Oaxacan Social Movement of 2006" in *Rethinking Latin American Social Movements: Radical Action from Below*. Richard Stahler-Sholk, Harry E. Vanden and Marc Becker (eds.). Latin American Perspectives in the Classroom Series. Rowman & Littlefield Publishers.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 5**Distinctions:** Ford Foundation Fellow, University of California San Diego Center for U.S./Mexican Studies Fellow, University of California Los Angeles Institute of American Culture Fellow.**MAKINO, YURI***Associate Professor, School of Theatre, Film and**Television; Associate Director, Film and TV Program***Tenure status:** Tenured **Education:** B.A. Film Studies, University of California, Santa Barbara, 1990; M.F.A. Film Graduate Program, New York University, 1996 **Overseas experience:** Mexico, Germany**Languages:** Some Spanish and conversational German **Regional focus:** Mexico**Academic Experience:** *Co-Interim Director*, School of Theatre, Film & Television, University of Arizona, July 2018-July 2019; *Associate Director*, School of Theatre, Film & Television, University of Arizona, Fall 2011-Fall 2018; *Associate Professor*, School of Theatre, Film & Television, University of Arizona, Fall 2010-present; *Associate Professor*, School of Media Arts, University of Arizona, Fall 2008-Spring 2010; *Associate Professor*, Department of Media Arts, University of Arizona, Fall 2004-Spring 2008; *Assistant Professor*, Department of Media Arts, University of Arizona, Fall 1998-Spring 2004; *Lecturer*, Department of Theatre, Film and Dance, Humboldt State University, Spring 1997-Spring 1998**Percent time devoted to area/international teaching:** 0%**Percent time devoted to area/international research or outreach:** 7%**Research and teaching focus:** U.S.-Mexico border**Area studies courses:** N/A**Recent Publications:***Rough & Tumble: Taking Play Seriously* (in-progress Documentary).*111 Degrees Longitude* (2009, Documentary, 8:00).*Alma* (2007, Fiction, 14:22).**Distinctions:** *Innovation and Collaboration Faculty Grant*, Artist Project Grant from the Arizona Commission on the Arts, Ledo Matteoli Award for best Immigrant Story; *Honorable Mention*, *111 Degrees Longitude*, University Film and Video Association Faculty Juried Screenings, 2010. [co-produced with Cindy Stillwell.]; *Phoenix Museum Contemporary Forum Emerging Artist Award*, 2009; *Best Short Film*, *Alma*, Baltimore Women's Film Festival, 2008; *Best Director of Short Film*, *Alma*, Baltimore Women's Film Festival, 2008; *Best Director Award*, *Alma*, Reel Sisters of the Diaspora Film Festival, Brooklyn, NY, 2007; *Award of Excellence*, *Alma*, in the Independent Short Film category, Accolade Competition, 2007; *Best Narrative Film*, *Alma*, University Film and Video Association Faculty Juried Screenings, 2007; *The Ledo Matteoli Award for Best Immigrant Story*, *Alma*, Humboldt Film Festival, 2007.

**MANNING, PATRICIA***Promotions and Prevention Services**Evaluation and Research Specialist, Campus Health***Tenure status:** Non-tenure**Education:** M.A. Latin American Studies, University of Arizona, 1988; B.A. Political Science, Rollins College, 1976.**Academic Experience:** Instructor in Latin American and Inter-American Politics, Laredo State University and Texas A & M International University (1992-1998); Associate Project Director, SIROW, (1999-2013); Evaluation Specialist and Researcher for Campus Health Promotions and Preventive Services (2009- ).**Overseas experience:** Mexico, Nicaragua, Guatemala, Honduras, Costa Rica, El Salvador, Colombia**Languages:** Spanish (5), Portuguese (4)**Regional focus:** US-Mexico Border region, Central America, Mexico**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** N/A**Research and teaching focus:** Women immigrants, political economy of immigration, political economy of incarceration, resilience and trauma recovery, experiential education for non-violence and emotional resilience among incarcerated/formerly incarcerated men, civic advocacy, border health policy, gender and health, women and substance use /treatment, college youth substance abuse prevention, religion and politics, popular mobilizations, LGBTQ inclusion & advocacy; diverse college student populations' AOD usage risks & harm reduction strategies**Recent Publications:**

2012 Patricia Manning, Lauren Pring, and Peggy Glider, "Relevance of Campus Climate for Alcohol and Other Drug Use among LGBTQ Community College Students: A Statewide Qualitative Assessment." In *Community College Journal of Research and Practice* 36(7), 494-503.

2009 Janice Monk, Patricia Manning, Catalina Denman and Elsa Cornejo, "Place, positionality, and priorities: Experts' Views on Women's Health at the Mexico-US Border." In *Health and Place* 15(3) 2009, 790-806.

**Distinctions:** BorderLinks Board member 2006-2016; Co-leader/translator for annual delegation to El Salvador-2012-2017; Borderlands Theater Community Arts Service Award, 2007; Volunteer Service Recognition Awards for contributions to The Hopi Foundation's Center for the Prevention and Resolution of Violence (CPRV) Owl & Panther Refugee & Asylee Project 2006-2015; Social Justice Education & Outreach Committee Member for St. Frances Cabrini parish; Fifteen-Year Distinguished Volunteer Service Recognition for Alternatives to Violence Project (AVP)**MARSH, STUART***Associate Director & Professor, School of Natural Resources and the Environment***Tenure status:** Tenured**Education:** B.S. Geology, George Washington University, 1973; M.S. Applied Earth Sciences, Stanford University, 1975; Ph.D. Applied Earth Sciences, Stanford University, 1979**Overseas experience:** Mexico, Chile & Peru**Languages:** Spanish (4)**Regional focus:** Mexico**Area studies courses:** N/A**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Research and teaching focus:** Arid lands, climate adaptation and sustainability, geospatial science and modeling, remote sensing, surface environmental conditions**Recent Publications:**

2013 Hartfield, K., Marsh, S.E., Schneier-Madanes, and Curley, E. Remote sensing of urban change: water in the Tucson basin of Arizona. in: Courel, M.F., Tashpolat, T., and Taleghani, M. (Editors), *WATARID 3 Usages et Politiques de l'eau en zones arides et semi-arides*. Hermann Editeurs, Paris, France. p. 107-118.

2012 Rodríguez-Gallegos Hugo Benigno, Drake E. Samuel, Marsh E. Stuart, Gonzales-Márquez Luis Carlos and Trigueros-Salmerón José Angel. Mapping vegetation contiguous fields from high spatial resolution multispectral imagery. in: Sánchez Flores, E. y R. E. Díaz Caravantes (coordinadores) (2012), *Dinámicas locales del cambio ambiental global. Aplicaciones de percepción remota y análisis espacial en la evaluación del territorio*, Editorial UACJ: Ciudad Juárez. 504 pp., ISBN 978-607-9224-80-6.

**Distinctions:** Honored Faculty UA Graduate Interdisciplinary Program, School of Natural Resources and the Environment Outstanding Faculty Member of the Year Award, UA Academic Leadership Institute, Association of American Geographers, American Geophysical Union, Arizona-Nevada Academy of Sciences

**MARTINEZ, DANIEL***Assistant Professor of Sociology, School of Sociology***Tenure status:** Tenure Track**Education:** B.A. Business Economics, Ethnic Studies, Minor in Spanish, Chicano/a Studies, Saint Cloud State University, 2004; M.S. Mexican American Studies, Concentration in Public Policy, University of Arizona, 2007; M.A. Sociology, University of Arizona, 2008; Ph.D. Sociology, University of Arizona, 2013**Overseas experience:** Mexico      **Languages:** Spanish (5)**Regional focus:** U.S.-Mexico border**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** Ethnic Relations in the United States**Research and teaching focus:** Immigration and migration, criminology, juvenile delinquency, criminalization, sociology of race and ethnicity, statistics and research methods, social movements and collective action**Recent Publications:**

- 2018 Slack, Jeremy and Daniel E. Martínez. "What Makes a Good Human Smuggler? The Differences between Satisfaction and Recommendation of Coyotes on the U.S.-Mexico Border." *The ANNALS of the American Academy of Political and Social Science*.
- 2017 Martínez, Daniel E., Jeremy Slack, and Ricardo Martínez-Schuldt. "Return Migration in the Age of the Unauthorized Permanent Resident: A Quantitative Assessment of Migration Intentions Post-Deportation." *International Migration Review*.
- 2017 Martínez, Daniel E. and Matthew Ward. "Agency and Resilience along the ArizonaSonora Border: How Unauthorized Migrants Become Aware of and Resist Contemporary U.S. Nativist Mobilization." *Social Problems*.

**Distinctions:** Co-Principal Investigator of the Migrant Border Crossing Study, DC Sociological Society's Morris Rosenberg Award, St. Cloud State University Excellence in Leadership Award

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**MARTÍNEZ, OSCAR***Regents' Professor of History, Latin American Studies; Mexican**American Studies***Tenure status:** Tenured**Education:** Ph.D. History, University of California-Los Angeles, 1975; M.A. History, Stanford University, 1970; B.A. History, California State University-Los Angeles, 1969**Academic Experience:** Lecturer, California State University, Hayward (1970); Assistant/Associate/Professor of History, University of Texas-El Paso (1982-1987); University of Arizona, Professor of History (1988-); Interim Director, Latin American Area Center (1994-1995); Visiting Professor, Universidad Autónoma de Chihuahua en Ciudad Juárez (1992, 1994); Yale University (1995); New Mexico State University (2004).**Overseas Experience:** Mexico**Languages:** Spanish (5), Portuguese (2)**Regional Focus:** Mexico, U.S.-Mexico border region, Latin America, United States**Percent time devoted to area/international teaching:** 100%**Percent time devoted to area/international research or outreach:** 100%**Area studies courses:** Modern Mexico, U.S.-Mexico Border History, Mexican American History,**Research and teaching focus:** U.S.-Mexico borderlands, Mexican-American history, and Mexican history**Recent Publications:**

- 2015 *Mexico's Uneven Development: The Geographical and Historical Context of Inequality*, Routledge.
- 2006 *Troublesome Border* (revised and updated edition), University of Arizona Press.
- 2001 *Mexican-Origin People in the United States in the Twentieth Century*, University of Arizona Press.

**Number of M.A. /Ph.D. theses supervised in past 5 years:** 1 (Ph.D., MA)**Distinctions:** Director of Border Institute in El Paso; Non-paid consultant to museums along the U.S.-Mexico Border; LASA board member, *LARR* and *The Americas* editorial boards; Lifetime Achievement Award, Association for Borderlands Studies, 2013.



**MCGUIRE, THOMAS***Research Anthropologist, Bureau of Applied**Research in Anthropology and Research Professor, Department of Anthropology, University of Arizona.***Tenure status:** Non-tenure **Education:** Ph.D. Anthropology, University of Arizona, 1979. M.A.

Anthropology, University of Arizona, 1973. B.A. Anthropology, University of Michigan, 1971.

**Languages:** Spanish (5), French (3), Italian (3) **Regional Focus:** Southwest; Sonora, Mexico**Percent time devoted to area studies courses:** 50%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** N/A**Recent Publications:**

2013 McGuire, Tom and Diane Austin, "Beyond the Horizon: Oil and Gas along the Gulf of Mexico," in *Cultures of Energy: Power, Practices, Technologies*, Sarah Strauss, Stephanie Rupp, and Thomas Love (eds). Walnut Creek, CA: Left Coast Press, Pp. 298-311.

2008 "Shell Games on the Water Bottoms of Louisiana: Investigative Journalism and Anthropological Inquiry," in *Against the Grain: The Vayda Tradition in Human Ecology and Ecological Anthropology*. Edited by Bradley B. Walters, Bonnie J. McCay, Paige West, and Susan Lees. AltaMira Press, Pp. 117-134

**Distinctions:** 1987 First Place Cash Award, Casa Grande Valley Historical Society; First Local History Conference; 1980 Outstanding Dissertation in the Social Sciences, Graduate College, University of Arizona; 1978 Award for Meritorious Performance as a Teaching Assistant, University of Arizona Foundation.

**MEGDAL, SHARON***Director, Water Resources Research Center***Tenure status:** Tenured **Education:** A.B. Economics, Rutgers University; M.A. Economics, Princeton University; Ph.D. Economics, Princeton University**Overseas experience:** Mexico **Languages:** Spanish (3)**Regional focus:** Arizona, semi-arid regions, Mexico**Area studies courses:** N/A**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Research and teaching focus:** Water policy and management, governance in rowing, water-scarce regions, groundwater recharge**Recent Publications:**

2017 Megdal, S.B. Comparing Experiences and Lessons Learned: The September 2017 International Conference on Cutting-Edge Solutions to Wicked Water Problems, Arizona Water Resource 25 (4), Fall Issue. <https://wrrc.arizona.edu/ppr-awr-fall-2017>. Modified version of column published as "Nations connect, learn at 'Wicked Water Problems' conference in Israel, Arizona Jewish Post, October 20, 2017.

2017 Megdal, S.B., Dillon, P. and Seasholes, K. Bancos de agua: El Manejo de recarga de acuíferos como herramienta para alcanzar los objetivos de política hídrica, in Manejo de la recarga de acuíferos: Un enfoque hacia Latinoamérica, Óscar Escolero Fuentes, Carlos Gutiérrez Ojeda, Edgar Yuri Mendoza Cazares, Editors. Jiutepec, Mor.: Instituto Mexicano de Tecnología del Agua, Mexico City, pp. 921-945.

2017 Megdal, S.B. The Cooperative Framework for the Transboundary Aquifer Assessment Program: A Model for Collaborative Transborder Studies, Arizona Water Resource, 25 (3), Summer Issue, <https://wrrc.arizona.edu/public-policy-cooperative-framework-TAAP>. Spanish version: <https://wrrc.arizona.edu/sites/wrrc.arizona.edu/files/pdfs/pub-pol-rev-spanish-summer-2017.pdf>. Link and short abstract included on page 20 of September 2017 IWRA (International Water Resources Assoc.) Newsletter.

**Distinctions:** Best Paper Honorable Mention, Crescordia Award for Environmental Excellence, Lifetime Achievement Award, 2014 Distinguished Fellow,, Transboundary Aquifer Assessment Program, Needs Assessment and Recommendations for Water Resources in Cobre Valley, Water Resources Research Institute Annual Base Program, Lifetime Achievement Award, Arizona Capitol Times 2010 Leaders of the Year in Public Policy Award for Government

**MELENDEZ, PAUL***Professor of Practice and Founder, Center for**Leadership Ethics***Tenure status:** Non-tenure**Education:** Ed.D. The University of Arizona**Academic Experience:** Professor Eller College of Management (1996- )**Languages:** Spanish (4)**Regional Focus:** Mexico, Central America, and South America. Specialty countries: Argentina, Brazil, Costa Rica, Colombia, and Chile.**Percent time devoted to area studies courses:** 20%**Percent time devoted to area/international research or outreach:** 10%**Area studies courses:** MGMT 535 International Management**Research and teaching focus:** Organizational Ethics, International Business; Public Management. Special focus on the ethical dimensions of free trade agreements (e.g., CAFTA-DR & Mercosur), privatization, economic development and foreign investment from U.S.-based MNCs, corporate social responsibility, and eco-tourism.**Distinctions:** Department of Management and Organizations, Outstanding Undergraduate Teaching Award, 2012; Dean's Undergraduate Course Innovation Grant, 2010; Undergraduate Faculty Member of the Year, 2009; Team Award for Excellence, University of Arizona, 2005.

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**MILBAUER, JOHN***Professor of Music, Fred Fox School of Music***Tenure status:** Tenured**Education:** B.M. and Performer's Certificate, Eastman School of Music; M.M.

The Juilliard School; D.M.A. Manhattan School of Music; Certificate, Liszt Academy, Budapest

**Overseas experience:** Lived in Hungary; concerts and teaching in Spain, Mexico, Colombia, Brazil, Chile, China, Japan, France, Austria**Languages:** Spanish (sufficient)**Regional focus:** Mexico, Brazil, Colombia, Chile**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** N/A**Research and teaching focus:** Piano music of Mexican composer Manuel M. Ponce (1882-1948)**Number of M.A./Ph.D. these supervised in past 5 years:** 15**Recent Publications:****Distinctions:** Wolodarsky Prize from the Banff Centre, between 1/4 and 1/3 of piano students at UA have been from Latin America

**MOLL, LUIS C.***Professor of Education, Dept. of Teaching, Learning**& Sociocultural Studies, College of Education; Latin American Studies***Tenure status:** Tenured**Education:** Ph.D. Educational Psychology/Early Childhood, UCLA, 1978;

MSW, USC, 1974; B.S. Cal. State Polytechnic Institute, Pomona, 1972

**Academic Experience:** Assistant Research Psychologist, University of California at San Diego, 1978-1986; University of Arizona, College of Education – Associate Professor (1986-1995), Professor (1995-present), Associate Dean for Academic Affairs (2004-2007)**Overseas Experience:** Puerto Rico (native) **Languages:** Spanish (5) **Regional Focus:** U.S.-Mexico Border, Puerto Rico, Central America**Percent time devoted to area/international teaching:** 10%**Percent time devoted to area/international research or outreach:** 20%**Area studies courses:** Language and Culture in Education, Immigration and Education, Vygotsky and Education**Research and teaching focus:** Culture and education; bilingualism and literacy; socio-cultural psychology; transnational family life.**Recent Publications:**2014 *L. S. Vygotsky and Education.* London: Routledge.2013 Hall, K., Cremin, T., Comber, B., & Moll, L. C. (Eds.) *International Handbook of Research on Children's Literacy, Learning and Culture.* London: Wiley Blackwell.2012 Rios-Aguilar, C., González-Canche, M. & Moll, L. "A study of Arizona's teachers of English language learners" in *Teachers College Record*, 114(9), 1-33.**Number of M.A. /Ph.D. theses supervised in past 5 years:** N/A**Distinctions:** Member, National Academy of Education (1998-); Reading Hall of Fame 2014; Kappa Delta Pi Laureate (International Honor Society in Education) 2013; Palmer O. Johnson Award, American Educational Research Association 2011; Presidential Citation Award, American Educational Research Association 2010; Fellow, American Educational Research Association 2009.

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**MORALES, MÓNICA***Associate Professor of Spanish and Latin**American Studies***Tenure status:** Tenured**Education:** Ph.D. Purdue University. M.A. University of South Florida. BA

Universidad Metropolitana (Chile)

**Regional Focus:** Spanish and Portuguese America**Percent time devoted to area studies courses:** 50%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** Colonial Latin America narrative**Research and/or teaching focus:** Postcolonial theory; space and subaltern studies; indigeneity and social movements; critical theory; gender and visual studies**Recent Publications:**2016 *Reading Inebriation in Early Colonial Peru.* 2nd Ed. New York: Routledge, 2016.2010 "La distancia y la modestia: Las 'dos' caras del Atlántico en los versos de Sor Juana a la duquesa de Aveyro." In *Revista Hispánica Moderna* 63.12009 "Inebriation Imagery and 'Epistemic Shift:' The Case of Guamán Poma de Ayala." In *Revista de Estudios Hispánicos*. 43 3: 449-470.**Number of M.A. /Ph.D theses supervised in past 5 years:** 10

**MURPHY, MARY KAITLIN***Assistant Professor of Spanish and Portuguese***Tenure status:** Tenure-eligible**Education:** Ph.D. Performance Studies, New York University, 2013;

M.A. Visual Culture, New York University, 2009; B.A. Community Studies, University of Santa Cruz, 2002.

**Academic Experience:** Department of Spanish and Portuguese, University of Arizona (2013- )**Overseas Experience:** El Salvador, Guatemala, Brazil, Colombia, Argentina, Chile**Languages:** Spanish (4), Portuguese (3), Italian (2)**Regional Focus:** Argentina, Chile, Guatemala, and Peru**Percent time devoted to area studies courses:** 100**Percent time devoted to area/international research or outreach:** 100**Area studies courses:** SPAN 160 Art and Politics of Latin America, SPAN 449B The Politics of Representation:

Art and Human Rights in the Americas, SPAN 352 Documenting the Americas: Theory, Practice, and Public Life

**Research and/or teaching focus:** Visual Culture, Performance, Cultural Memory, Human Rights, Transitional Justice, Transnationalism, and the Americas.**Recent Publications:**2018 *Mapping Memory: Visuality, Affect, and Embodied Politics in the Americas*, Fordham University Press.2015 "The Materiality of Memory: Touching, Seeing, and Being the Past in Patricio Guzmán's Chile, *Memoria Obstinada*" in Eds. Michal Kobialka and Rosemarie Bank, *Theatre/Performance Historiography: Time, Space, Matter*, Palgrave Macmillan**Distinctions:** New York University Provost's Global Research Initiative Fellowship, 2012; New York University Corrigan Graduate Fellowship, 2009-2013; Americans for the Arts, Emerging Leaders cohort 2006.**NABHAN, GARY P.***Research Social Scientist, Southwest Center,**University of Arizona, with teaching affiliation as Adjunct in Geography and research affiliations to Institute for Environment and Ecology and Evolutionary Biology (Tumamoc Hill Desert Lab) and Office of Arid Lands Studies***Tenure status:** Tenured**Education:** Ph.D. Arid Land Resources, University of Arizona, 1982.**Academic Experience:** Founding Director, Center for Sustainable Environments, and Tenured Professor in Environmental Sciences, Applied Indigenous Studies and Forestry, Northern Arizona University (2000-2008); Director of Conservation Science, Arizona-Sonora Desert Museum (1993-2000); Visiting Lecturer, University of Arizona Native American Studies and English Departments (1998-2000); Research Director Native Seeds/SEARCH (1982-1993); Research Associate, Conservation International (1990-1993); Associate Director for Research and Collections, Desert Botanical Garden (1986-1990); Adjunct Assistant Professor, Arizona State University Botany Department (1987-1990); Research Associate, Office of Arid Lands Studies and Plant Sciences, University of Arizona (1978-1985).**Languages:** Spanish (5)**Regional Focus:** Central Asia, Middle East, Latin America**Percent time devoted to area studies courses:** 50%**Area studies courses:** N/A**Percent time devoted to area/international research or outreach:** 50%**Research and teaching focus:** Political Ecology graduate seminar in the Department of Geography and Regional Development; new courses in the geography of food, farming and ranching, as well as place-based literary traditions in North America; creative non-fiction, oral history, Native American literature, traditional ecological knowledge.**Recent Publications:**2018 *Food from the Radical Center: Healing Our Land and Communities*, Island Press2016 *Ethnobiology for the Future: Linking Cultural and Ecological Diversity* (with Paul E. Minnis), University of Arizona Press2014 *Cumin, Camels, and Caravans: A Spice Odyssey*, University of California Press**Distinctions:** Fellowships from the MacArthur Foundation, and Pew Charitable Trust; Lannan Literary Fellowship; John Burroughs Medal for Nature Writing; Western States Book Award; Emil Haury Award from the Western National Parks Association; lifetime achievement and service awards from the Society for Conservation Biology and the Quivira Coalition; the MOCA Local Genius Award, 2013.

**NAVA, ALEXANDER EDUARDO***Professor of Classics and Religious Studies, Latin American Studies***Tenure status:** Tenured**Education:** Ph.D (1997)/M.A (1992) Religious Studies, Univ. of Chicago**Academic Experience:** Assistant Professor of Theology, Seattle University, 1997-1999; Assistant Professor of Religious Studies, University of Arizona, 1999-2003; Associate Professor of Religious Studies, University of Arizona, 2003-Present.**Overseas Experience:** México**Languages:** Spanish**Regional Focus:** Mexico, Latin America**Percent time devoted to area/international teaching:** 75%**Percent time devoted to area/international research or outreach:** 75%**Area studies courses:** Religion in Latin America; Religion and Culture; Rap, Culture and God.**Research and teaching focus:** Religion and Latin America, God and Evil, Catholic intellectuals, Magical Realism**Recent Publications:**2017 *In Search of Soul: Religion, Literature, and Hip Hop* (Berkeley: University of California Press)2013 *Wonder and Exile in the New World* (University Park: Penn State University Press).2009 "The Browning of Theological Thought in the Hip Hop Generation," in *Creating Ourselves: African-Americans and Hispanic Americans on Popular Culture and Religious Expression* ed. by Anthony Pinn and Benjamin Valentin (Durham: Duke University Press) 181-198.**Distinctions:** Distinguished Member of the National Society of Collegiate Scholars: (2011-); Latin American Studies Small Grant, 2010; Grant for the Commission on Justice and Peace Studies, Franciscan Friars, 2011; The Orlando E. Costas Lectureship, Andover Newton Theological School, 2009; UNISINOS Lectureship, Rio de Janeiro, Brazil, 2009; College of Humanities, Distinguished Teaching Award, 2009; Most Influential Teacher Award, Associated Students of UA, 2008; Outstanding Teaching Award, 'Humanities Seminars,' Office of Continuing Education, 2004; Office of the Provost, 'Research Career Development Fund Grant,' 2004; Faculty Research Grant, Office of the Vice-President for Research, 2001; Humanities Research Initiative Small Grant, College of Humanities, UA, 2000.**O'LEARY, ANNA OCHOA***Associate Professor, Department Head, Mexican American Studies Dept. Affiliated faculty in Latin American Studies and Gender & Women's Studies**Department Head, Mexican American Studies Dept. Affiliated faculty in Latin American Studies and Gender & Women's Studies***Tenure status:** Tenured **Education:** Ph.D. Anthropology, University of Arizona, 1999; M.A. Anthropology, University of Arizona, 1994; B.A. Political Science, University of Arizona, 1982.**Academic Experience:** Faculty, Mex. American Studies and Research Dept., Univ. of Arizona (2002-present); Adjunct Lecturer, Women's Stud. Dept., Univ. of Arizona (2000-2001); Adjunct Faculty, Pima Community College (2001-2002).**Languages:** Spanish (5)/English**Regional Focus:** US-Mexico Border Region, Mexico**Percent time devoted to area/international teaching:** 20%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** Latin American Immigration and the Remaking of the U.S., Mexican-American Culture, Mexican Migration, the Feminization of Migration, Mexican American Cultural Perspectives, Overview of Mexican American Studies, Latinos/Latinas: Emerging Issues, History and Culture of Mexican Americans in the SW**Research and teaching focus:** Migration, gender, migrant abuse by immigration enforcement agencies, education of Mexican-origin populations, urban politics**Recent Publications:**2017 O'Leary, Anna Ochoa and William Paul Simmons. "Reproductive Justice and Resistance at the U.S.- Mexico Borderlands." In *Radical Reproductive Justice: Foundations, Theory, Practice, Critique*. Ross, Roberts, Derkas, Peoples, & Bridgewater Toure (Eds). NY: Feminist Press at CUNY. Pp. 306-325.2017 "Undocumented Mexican Women in the U.S. Justice System: Immigration, Illegality, and Law Enforcement." In *Gender, Psychology, and Justice: The Mental Health of Women and Girls in the Legal System*, Datchi & Ancis (Eds). NY: New York University Press. Pp. 254-279.2017 Montoya-Zavala, Erika C., and Anna Ochoa O'Leary. "Mexicanas Indocumentadas En Arizona. Políticas Migratorias de Repliegue Laboral Y Estrategias de Las Mujeres Inmigrantes." In *Hogares Y Familias Transnacionales: Un Encuentro Desde La Perspectiva Humana*, (Eds) Rodríguez Gutiérrez, Calderón Morrillon Y Moctezuma Longoria. Universidad Autónoma de Zacatecas y la Benemérita Universidad Autónoma de Puebla: Juan Pablos, Editor S.A. de C.V. Pp. 211-242**Number of M.A. /Ph.D. theses supervised in past 5 years:** 2 Masters, 4 Ph.D.**Distinctions:** Fulbright Scholar, 2006-2007

**OGLESBY, ELIZABETH***Assistant Professor of Geography and Latin American Studies***Tenure status:** Tenured**Education:** Ph.D, M.A., Univ. of California, Berkeley; B.A. Tufts University.**Academic Experience:** Visiting Fellow, Yale University, Program in Agrarian Studies, Institute for Social and Policy Studies (2001-2002); Assistant Professor, University of Arizona (2002-).**Overseas Experience:** Mexico, Nicaragua, El Salvador, Colombia, Chile, Puerto Rico, Dominican Republic, Brazil, research collaboration in Guatemala since 1986.**Languages:** Spanish (5); Portuguese (2)**Regional Focus:** Central America**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** Introduction to Latin American Studies; Revolution and Counterrevolution in Central America; Modern Latin America; Special Topics in Latin American Development; Central American and the Caribbean; Environment and Development in Puerto Rico.**Research and teaching focus:** Comparative development, agrarian and labor restructuring, migration, geographies of work, gender, refugees, human rights, post-conflict studies, and U.S. foreign policy.**Recent Publications:**2017 Co-editor, with Diane M. Nelson, *Guatemala, the Question of Genocide*. Routledge.2017 "Review of '500 Years: Life in Resistance,' by Pamela Yates, Paco de Onís, and Peter Kinoy" in *NACLA Report on the Americas*; New York Vol. 49, Iss. 4, (Winter): 502-503.2011 Co-editor, with Greg Grandin, Deborah Levenson-Estrada and Luis Solano, *The Guatemala Reader: History, Politics, Culture* Duke University Press.**Distinctions:** Honors College Excellence in Advising and Mentoring Award, 2013; Carnegie Fellow, 2003-2004; Women in Geography Award, 2000; Organizer of Latin American Studies Association human rights mission to Guatemala, 2002; Teaching Effectiveness Award, UC Berkeley, 1996.**OLARREA, ANTXON***Professor of Spanish and Portuguese***Tenure status:** Tenured**Education:** Ph.D Linguistics, Univ. of Washington, 1997; M.A. Linguistics, Univ. of Washington, 1992; B.A. Spanish Philology, Univ. Complutense de Madrid, 1986.**Academic Experience:** Professor, Univ. of Arizona (2010- ).**Overseas experience:** Native of Spain**Languages:** Spanish (5)**Regional focus:** Spain**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** Romance languages linguistics.**Research and teaching focus:** Formal syntax of Romance languages; language origins and theory of evolution.**Recent Publications:**2012 Hualde J.I., A. Olarrea & E. O' Rourke. *Handbook of Hispanic Linguistics*. Oxford: Blackwell.2010 Colina, S., A. Olarrea & A. Carvalho, *Romance Linguistics*. Amsterdam: John Benjamins2009 Hualde J.I., A. Olarrea, A.M. Escobar & C. Travis. *Introducción a la Lingüística Hispánica. Introduction to Hispanic Linguistics*. Cambridge University Press.**Number of M.A. /Ph.D theses supervised in past 5 years:** 8**Distinctions:** Graduate College Graduate and Professional Education Teaching Award Finalist, 2016; Five Star Teaching Award Finalist, 2015, Graduate College and Professional Council Distinguished Teaching Award Nomination, UofA, 2013; Graduate College and Professional Council Distinguished Teaching Award Nomination, UofA, 2011; Distinguished Innovation in Teaching Award, 2002; Outstanding Faculty Member Nomination, 2002; Outstanding Professor in Humanities Nomination, 2001; Mortar Board Faculty Recognition Award, 2002, 2000

**ORTIZ JR., DAVID***Associate Professor of History, affiliations with Latin**American Studies, Gender and Women's Studies, and Mexican American Studies***Tenure status:** Tenured**Education:** Ph.D. History, University of California-San Diego, 1995; M.A. History, University of California-San Diego, 1990; B.A. History, University of Colorado, 1987.**Academic Experience:** Associate Professor of History, University of Arizona (1995-).**Overseas Experience:** Spain **Languages:** Spanish (5), French (3), Catalan (2), Portuguese (2)**Regional Focus:** Europe, Spain, Portugal, Puerto Rico**Percent time devoted to area/international teaching:** 75%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** Imperial Spain & Modern Spain, Comparative World Revolutions, Anarchism, and Sexuality**Research and teaching focus:** Comparative History – emphasis on Political and Social Revolutions, Anarchism, and Sexuality; Public discourses of race, gender, ethnicity, and nationality as factors in the formation of identity.**Recent Publications:**2004 “La Presidencia de los Estados Unidos: ¿Un modelo de poder ejecutivo?” *Espacio, Tiempo y Forma*, *Revista de la Facultad de Geografía e Historia*.2001 “Redefining Public Education: Contestation, the Press, and Education in Regency Spain, 1885-1902”, In *Journal of Social History*.2000 *Paper Liberals: Liberalism and the Press in Turn-of-the-century-Spain, 1885-1902*. Westport: Greenwood Publishing**Number of M.A. /Ph.D. theses supervised in past 5 years:** M.A. (7), Ph.D. (5)**Distinctions:** Outstanding Teacher Award, Social and Behavioral Sciences, 2000.**OSBORNE, TRACEY***Assistant Professor of Geography and Development***Tenure status:** Tenure-eligible**Education:** Ph.D. Energy and Resources Group, University of California, Berkeley, 2010.**Academic Experience:** University of Arizona (2011- )**Overseas Experience:** Mexico, Guyana, Peru **Regional Focus:** Mexico, Amazon**Area studies courses:** GEOG 150C: Environment and Society, GEOG 36: Environment and Development, GEOG/EVS 404: Politics of Nature, GEOG 696I: Political Ecology**Research and/or teaching focus:** Climate change and development, carbon forestry and REDD (Reduced Emissions from Deforestation and Degradation), carbon markets, climate justice, payments for environmental services, commodification of nature, agrarian political economy, international development, and political ecology.**Recent Publications:**2017 Osborne, T. and Shapiro-Garza, E., “Embedding Carbon Markets: Complicating Commodification of Ecosystem Services in Mexico’s Forests” in *Annals of the American Association of Geographers*2016 VonHedemann, N. and Osborne, T. “Communities and Forests: Payments for Ecosystem Services in the Guatemalan Highlands” in *Journal of Latin American Geography*, 15(1): 83-110.2013 “Fixing Carbon, Losing Ground: Payments for Environmental Services and Land (In) security in Mexico.” *Human Geography*, 6(1): 119-133.**Distinctions:** Robert and Patricia Switzer Foundation Environmental Fellow, 2004; Fulbright-García Robles; Fellow University of California Institute for Mexico and the United States (UC MEXUS) Grant for Dissertation Research; UC Berkeley Dissertation-year Fellowship, 2009-2010; Udall Foundation Fellow, 2014-2015; Institute of the Environment: Water, Environmental, and Energy Solutions program (UA). “Climate Alliance Mapping Project.” Awarded: \$15,356, 2016; Robert and Patricia Switzer Foundation Environmental Leadership Grant. “Climate Alliance Mapping Project.” [Co-written with and sub-award through Amazon Watch]. Awarded: \$55,000, 2016.

**OSORIO ZAGO, FRANCISCO JAVIER***Assistant Professor, School of Government and Public Policy***Tenure status:** Tenure eligible**Education:** Ph.D. in Political Science, University of Notre Dame (2013); B.A. in Political Science and International Relations, Centro de Investigación y Docencia Económicas (CIDE), Mexico City, Mexico (2004)**Academic Experience (employment history):** 2018-present – Assistant Professor, School of Government and Public Policy, University of Arizona; 2013-2017 – Assistant Professor, John Jay College of Criminal Justice, City University of New York; 2013-2014 – Post-doctoral Fellow. Mario Einaudi Center for International Studies, Cornell University; 2012-2013 – Pre-doctoral Fellow. Program on Order, Conflict and Violence, Yale University.**Overseas experience:** Mexico, El Salvador, Guatemala, Honduras, Colombia **Languages:** Spanish, English**Regional focus:** Latin America**Area studies courses:** N/A**Percent time devoted to area/international research or outreach:** 100%**Research Focus:** Organized crime, political violence, computerized event data, quantitative methodology**Recent publications:**2018 “Disappearing Dissent? Repression and State Consolidation in Mexico,” with Livia Schubiger and Michael Weintraub, *Journal of Peace Research*, 55(2) 252-266.2016 “Supervised Event Coding from Text Written in Spanish: Introducing Eventus ID,” with Alejandro Reyes, *Social Science Computer Review*, online.2015 “Contagion of Drug Violence: Spatio-temporal Dynamics of the Mexican War on Drugs” in *Journal of Conflict Resolution*, Special Issue on Mexican Drug Violence, 59(8) 1403-1432.**Distinctions: Awards:** 2017 Best Paper by an Emerging Scholar Award, Midwest Political Science Association (MPSA); Best doctoral dissertation, United Nations Office on Drugs and Crime (UNODC), 2015; PI - Promoting Quantitative Analysis Capabilities and Applied Research on Citizen Security in Central America. United States Agency for International Development (USAID) – El Salvador, Award No. 519-15-000001, \$4,986,534, 2016-2020 - ; 2015-2018 - NSF - Co-PI - Modernizing Political Event Data for Big Data Social Science Research. National Science Foundation (NSF), award 1539302, \$1,497.358; Doctoral Dissertation Research Improvement Grant, National Science Foundation; 2011 Jennings Randolph Peace Scholarship Dissertation Program, U.S. Institute of Peace.**OTERO, LYDIA***Associate Professor, Director of Graduate Studies of**Mexican American Studies***Tenure status:** Tenured**Education:** Ph. D. University of Arizona, United States History, Minor: Latin American History 2003; Master of Arts, History, California State University, Los Angeles, 1995; Bachelor of Arts, Social Science, CSULA, 1992.**Academic Experience:** Professor of Mexican American Studies, The University of Arizona (2003-); Lecturer, Department of History UofA, 2000-2003; Lecturer, Chicano Studies Department, California State University, L.A., 1998; Instructor, PACE Program, West L.A. College, 1997-98.**Overseas Experience:** None**Languages:** Spanish (4)**Regional Focus:** U.S.-Mexico Borderlands**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** MAS 265 Overview of Mexican-American Studies, GEOG 423 Latino Urbanization, GWS 585 Mexicana/Chicana Women's History, MAS 695 Mexican-American Studies Colloquium**Research and teaching focus:** Mexican Immigration, Chicana/o culture and history; histories of diverse ethnic groups in the Southwest, with an emphasis on Chicanas/os, gender and racial formations, border, urban, cultural and social history; Undocumented: Mexican Americans in Tucson during the Depression Years; urban renewal, historical preservation and the politics of saving a Mexican past.**Recent Publications:**2016 *La Calle: Spatial Conflicts and Urban Renewal in a Southwest City*, 3rd ed., University of Arizona Press2008 “La Placita Committee: Claiming Place and Challenging Historical Memory” in *Mapping Memories and Migrations: Locating Boricua/Chicana Histories*, Vicki L. Ruiz and John R. Chávez, eds. Univ. of Illinois Press.2005 “Refusing to be Undocumented: Mexican Americans in Tucson during the Depression Years” in Morrissey, K.G. and K. Jensen, eds., *Picturing Arizona: The Photographic Record of the 1930s*, University of Arizona Press**Distinctions:** Southwest Book Award, The Border Regional Library Association, 2011; First Place for Excellence in Graduate Research, Annual Meeting of the Association for Borderland Studies, 2003; Arizona Dissertation Fellowship, 2002-2003; Member: Mujeres Activas en Letras y Cambio Social (2000-present) National Assoc. of Chicana and Chicano Studies (1999-present) 2011 Southwest Book Award



**PATTERSON, THOMAS***Professor of Music and Latin American Studies***Tenure status:** Tenured **Education:** M.A., Western Washington Univ.; B.A., California State Univ., Sacramento**Academic Experience:** Professor, Guitar Studies, 1998-Present; Associate Professor and Director of Guitar Studies, 1986-97; Asst. Professor, Guitar Studies, 1980-86; Adjunct Asst. Professor, Director of Guitar Studies, Western Washington Univ., 1976-80; Instructor of Guitar, California State Univ., Sacramento 1974-76; California State University, Chico, Instructor of Guitar 1974-76**Regional Focus:** Brazil, Mexico, Colombia, Andean region**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** Performance Studies; Guitar Pedagogy; Undergraduate and Graduate Guitar Ensemble; Guitar Master Class (in Portuguese in Brazil)**Research and teaching focus:** Classical Guitar Performance and Pedagogy; Guitar; Guitar Ensemble; Guitar History and Literature; Class Guitar; Baroque Guitar; Flute Performance**Number of Theses/Dissertations supervised last 5 years:** M.A. (22); PhD (17)**Distinctions:** Five invited Brazilian performance tours.

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**PEREZ, ERIKA***Associate Professor of History, affiliated Faculty of**Gender and Women Studies and Latin American Studies***Tenure status:** Tenured **Education:** Ph.D. History, University of California, Los Angeles, 2010; M.A. History, UCLA, 2006; M.A. History/Gender, San Francisco State University, 2004; B.A. History, University of California, Berkeley, 1995.**Academic Experience:** Assistant Professor of History, University of Arizona**Regional Focus:** U.S.-Mexico Border Region**Area studies courses:** GWS History of Women in the United States: Colonial to 1890, HIST 254 History of Women in the United States: 1890 to the Present, HIST 280 Sports and Ethnic America, 1900-Present, History 695A (Spring 2014): Advanced Topics in U.S. History**Research and/or teaching focus:** Spanish Borderlands/American West and Gender/Sexuality in Colonial America**Recent Publications:**2018 *Colonial Intimacies: Interethnic Kinship, Sexuality, and Marriage in Southern California, 1769–1885*, University of Oklahoma Press2016 “Family, Spiritual Kinship, and Social Hierarchy in Early California” in *Early American Studies: An Interdisciplinary Journal* 14, no. 4 (Fall 2016): 661-687.2012 “The Paradox of Kinship: Native-Catholic Communities in Alta California, 1769-1840s,” in *On the Borders of love and Power*, edited by David Wallace Adams and Crista DeLuzio, University of California Press.**Number of M.A. /Ph. D theses supervised in past 5 years:** 3**Distinctions:** Postdoctoral Teaching Fellowship, Loyola Marymount University, 2012

**PETERSON, V. SPIKE***of Government and Public Policy**Professor of International Relations, School***Tenure status:** Tenured**Education:** Ph.D. International Relations, American University, Washington, DC, 1988; M.A. Social Science: Anthropology/African Studies, University of Illinois, Urbana, IL, 1975; B.S. with Honors, Psychology/Philosophy, University of Illinois, Urbana, IL, 1970.**Academic Experience:** University of Arizona (1990- ), The American University (1989-1990), University of Southern California (1988-1989), American University (1987).**Overseas Experience:** Afghanistan, Argentina, Australia, Belize, British Virgin Islands, China, Costa Rica, Ethiopia, Fiji, Guatemala, Haiti, Honduras, Hong Kong, India, Indonesia, Japan, Kenya, Mexico, Nepal, New Zealand, Panama, Peru, Singapore, Sudan, Sweden, Turkey, United Kingdom.**Area studies courses:** POL 360 International Political Economy, POL 596e International Relations Graduate Research Seminar, POL/WS 461 Feminist and International Relations Theories.**Research and/or teaching focus:** International Relations Theory; Global Political Economy; Gender and Politics; Contemporary Social Theory (Critical, Postmodern, Postcolonial, Feminist and Queer Theory).**Recent Publications:**2017 "Rethinking, Returning, Reflecting" in *The Journal of Alternative Politics* 9 (3): 325-342.2017 "Towards Queering the Globally Intimate" in *Political Geography* 56 (Jan): 114-116.2016 "Globalization" in *Critical Imaginations in IR*, ed. Aoileann Ni Mhurchu and Reiko Shindu. London: Routledge. Pp. 87-101.**Distinctions:** 2018 Scholar Award, LGBTQA Caucus of the International Studies Association; 2018 Richard Hodder-Williams Visiting Fellowship, University of Bristol; 2017 Charles A. McCoy Lifetime Achievement Award, American Political Science Association; 2016 University of Manchester, Critical Global Politics, Leverhulme Visiting Professorship; 2014 Durham University, Senior Research Fellowship; 2008-2011 London School of Economics, Associate Research Fellow and 2008/2007 Visiting Research Professor**PIEPER MOONEY, JADWIGA***Associate Professor of History***Tenure status:** Tenured. **Education:** Ph.D. History, Rutgers University, 2000.**Academic Experience:** University of Arizona (2004-present); Penn State University- The Behrend College (2002-2004); Montclair State University (2001-2002); St. John's University (2000-2001).**Languages:** German, Spanish, French. **Overseas Experience:** Research and Collaborative Projects in Santiago, Chile; Research in Buenos Aires, Argentina; Collaborative Projects in Glasgow, Scotland.**Regional Focus:** Latin America, Southern Cone, Chile. **Percent time devoted to area studies courses:** 100%**Area studies courses:** HIST 695 The Politics of Public Health and Medicine in the Americas, HIST 469/569 Rebels, Radicals, and Revolutionaries in the Americas: Exploring Histories of Gender and Sexuality through Individual Lives, HIST 695B Chile and the Latin American Southern Cone, HIST 400A Chilean History and the Politics of Rights in the 20th Century;**Research and teaching focus:** Modern Latin America, Gender, and Comparative/Global History. The politics of health and rights; transnational women's activism and feminism; Latin American exile; biography and history; Cold War history; and the global 1960s.**Recent publications:**2017 "Of the 'F' word as Insult and of Feminism as Political Practice: Women's Mobilization for Rights in Chile," in Barbara Molony and Jennifer Nelson, eds., *Women's Activism and "Second Wave" Feminism: Transnational Histories*, Bloomsbury Academic, 123-145.2017 "The Long Road to Reproductive Rights in Chile," *Nacla*, (09/19/2017)

2015 "Entre Marx y Malthus: El camino rocoso desde el control de la población hacia los derechos reproductivos," 19/2 Revista Chilena de Salud Pública (2015):140-153

**Number of M.A. /Ph. D theses supervised in past 5 years:** 18**Distinctions:** Social and Behavioral Sciences (SBS) Dean's Award for Excellence in Graduate Teaching, 2014; Rockefeller Archive Center grant-in-aid for archival research, 2013; Research and Writing Grant, School of Public Health, University of Chile, Santiago, Chile, 2013; Senior Fellow (AY 2010/11), The Center for Historical Research, Ohio State University, Columbus, OH, 2010-2011; University of Arizona, Arts, Humanities, and Social Sciences (AHSS) Faculty Grant as Project Director, 2010; Visiting Research Professorship, University of Michigan, Center for the Education of Women (CEW), Ann Arbor, MI, 2008.

**QUIROZ, ALFRED***Professor of Art and Latin American Studies*

**Tenure status:** Tenured      **Education:** BFA, San Francisco Art Inst. 1971, MA, Teaching, Rhode Island School of Design 1974; MFA, Univ. of Arizona 1984

**Academic Experience:** Associate Professor, Art, Univ. of Arizona, 1993-98; Professor of Art, UA, 1998-Present

**Overseas experience:** Mexico, Spain, Slovakia, China, Czech Republic, France, and Italy

**Languages:** Spanish (5)      **Regional focus:** Southwestern States

**Percent time devoted to area/international teaching:** 25%

**Percent time devoted to area/international research or outreach:** 25%

**Area studies courses:** Mural Painting, Painting and Drawing

**Research and teaching focus:** Studio, Painting and Drawing

**Recent publications:**

2009 "Invisible Wall," digital photo installation on the Border wall, Nogales Sonora, MX Feb. 12, 2009.

2009 "African Presence in Mexico," national touring exhibition (Oakland Museum May 2009).

2009 "Otra Voz," regional invitational exhibition at the Coconino Center for the Arts, Flagstaff AZ. Jan. 10-Feb. 19, 2009.

**Distinctions:** Omari-Tunkara Faculty Fellow of the Year and the People's Choice and Critic's Choice Award in the 30th Exotic Art Invitational, 2014; Image of Border Project selected for inclusion National Geographic Magazine, May, 2007; LULAC Latino Lifetime Achievement Award, Tucson AZ, 2007; Nominated and appointed a Faculty Fellow, 2007; Dean's Teaching Award, College of Fine Arts 2003; Mutterer First Place Award, AZ; Selected for inclusion in "The St. James Guide to Hispanic Artists," and "Contemporary and Chicano and Chicana Art," both published in 2002; Excellence in teaching and exemplary service to students, Chicano/Hispano Student Affairs, 2001; Visual Arts Fellowship, Tucson/Pima Arts Council.

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**RABIN, NINA***Associate Clinical Professor of Law; Director, Bacon*

*Immigration law and Policy Program, James E. Rogers College of Law; Director of Border Research, Southwest Institute for Research on Women*

**Tenure status:** Tenured      **Education:** J.D., Yale Law School 2003; BA, Harvard Univ. 1998

**Academic Experience:** Visiting senior fellow at Yale Law School Fall 2012-Spring 2013

**Overseas Experience:** One year of rural development work in Honduras; travel throughout Latin America

**Languages:** Spanish      **Regional Focus:** Mexico and Central America

**Percent time devoted to area studies courses:** 20%

**Percent time devoted to area/international research or outreach:** 50%

**Area studies courses:** Issues in Immigration Policy; Immigration Law Clinic; Workers' Rights Clinic

**Research and/or teaching focus:** Immigration policy, migration and borders, women immigrants. The intersection of immigration policy on women's rights, with specific projects focused on low-wage immigrant women workers and women in immigration detention facilities.

**Recent Publications:**

2014 "Victims or Criminals? Discretion, Sorting, and Bureaucratic Culture in the U.S. Immigration System", in *Southern California Review of Law and Social Justice*, Vol. 23.

2013 "At the Border between Public and Private: U.S. Immigration Policy for Victims of Domestic Violence", in *Law & Ethics Hum. Rts.*, Vol 7 (2013).

2009 "Disappearing Parents: Immigration Enforcement and the Child Welfare System", in *44 Conn. L. Rev.* 99

**Distinctions:** Haury Changemaker Award, Agnese Nelms Haury Program in Environment and Social Justice, Spring 2017; Haury Faculty Fellow, Agnese Nelms Haury, 2016; Member, Arizona Chapter of American Immigration Lawyers Association (2015); Member, Arizona State Bar (2007).

**RAMIREZ, CRISTINA***Associate Professor of English, Department of**English; Program Director for the Rhetoric, Composition, and the Teaching of English Graduate Program*

**Tenure status:** Tenured      **Education:** B.A. English Literature, Minor in Spanish, University of Texas at El Paso, 1993; M.A. English Education, University of Texas at El Paso, 2004; Ph.D. Rhetoric and Writing Studies, University of Texas at El Paso, 2009

**Overseas experience:** Mexico      **Languages:** Spanish (5)

**Regional focus:** U.S.-Mexico borderlands

**Percent time devoted to area/international teaching:** 50%

**Percent time devoted to area/international research or outreach:** 50%

**Area studies courses:** Chicano Literature

**Research and teaching focus:** Underrepresented rhetorics, writing project, K-12 learning and research, curriculum development

**Recent Publications:**

2009      "Forging a Mestiza Rhetoric: Mexican Women Journalist's Role in the Construction of a National Identity." College English 72.1.

2010      Co-authored with Gail Rioux. "Homeland Security Education Needs Assessment." The National Center for Border Security and Immigration. Washington, D.C. Award Number: 2008-ST-061-BS0001.

**Distinctions:** Graduate School Dodson Doctoral Fellowship, Teachers for a New Era Carnegie Research Grant

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**REINEKE, ROBIN***Research Social Scientist, Southwest Center*

**Tenure status:** continuing-eligible      **Education:** Ph.D.

**Academic Experience:** Adjunct faculty in the Anthropology department from 2016 – present, research social scientist in the SW center from 2017 – present (please see CV)

**Languages:** English, Spanish      **Overseas Experience:** Research in Mexico and Guatemala

**Regional Focus:** US-Mexico border

**Percent time devoted to area studies courses:** 1 course per

**Percent time devoted to area/international research or outreach:** The rest of my .51 position at the SW center is research, all of this research is relevant to the US-Mexico border

**Area Study Courses:** Introduction to Forensic Anthropology (ANTH 395D)

**Research focus:** migration, US-Mexico border, forensics, human rights, medical anthropology, violence, science and technology studies

**Recent Publications:**

2017      Hughes, C. E., Algee-Hewitt, B. F. B., Reineke, R., Clausing, E. and Anderson, B. E., "Temporal Patterns of Mexican Migrant Genetic Ancestry: Implications for Identification," in *American Anthropologist*, 119: 193–208.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 1

**RELLY, JEANINE***Associate Professor of Journalism, courtesy**appointment School of Government & Public Policy*

**Tenure status:** Tenured **Education:** Ph.D. Public Administration, Arizona State University, 2004; M.A., Journalism, University of Arizona, 1991; B.S. Human Nutrition and Foods, Virginia Polytechnic Institute and State University, 1985.

**Academic Experience:** Assistant professor, School of Journalism, Univ. of Arizona (2009-); Assistant Professor of Practice, 2004-2009; Assistant Director and Research Assistant, statewide public opinion poll – KAET/Walter Cronkite School of Journalism and Mass Communication, Arizona State University, 2004-2006; coordinator of School of Journalism diversity initiative, UofA 2004-2009, 2014-present; Adjunct instructor, Department of Journalism, UofA, 1997-1998, 2003-2004.

**Overseas Experience:** Mexico **Languages:** Spanish (2)

**Regional Focus:** Mexico

**Percent time devoted to area/international teaching:** 50%

**Percent time devoted to area/international research or outreach:** 100%

**Area Study Courses:** Media and Terrorism, Journalism Theory and Practice (some regional studies)

**Research and teaching focus:** Government information policy, global freedom of expression and access to public information

**Recent Publications:**

- 2018 González de Bustamante, C., & Relly, J.E. (in press). *Journalism in times of violence: Social media use by U.S. and Mexican journalists working in northern Mexico*. Digital Journalism.
- 2014 Relly, J.E., & González de Bustamante, C. "Silencing Mexico: A study of influences on journalists in the northern states" in *International Journal of Press/Politics*, 19(1), 108-131.
- 2012 "Freedom of information laws and global diffusion: Testing Rogers's model" in *Journalism & Mass Communication Quarterly*, 89(3), 431-457.

**Number of M.A./Ph.D. theses supervised in past 5 years:** 12

**Distinctions:** Fulbright Scholar research award (2016-17); Outstanding Service and Dedication, International Communication Division, Association for Education in Journalism and Mass Communication (2016); Research Fellowship, The Udall Center for Studies in Public Policy (2013); Best Journalism Research Paper Award, Ecquid Novi African Journalism Studies (2013); Top Paper Award, International Communication Division, Association for Education in Journalism and Mass Communication (2013); The University of Arizona Confluentcenter for Creative Inquiry Award for Collaboration and Innovation (2013).

**REYES, ILIANA***Associate Professor of Teaching, Learning, &**Sociocultural Studies; Early Childhood Education and Bilingual Studies; Second Language Acquisition, Teaching-GIDP; College of Education*

**Tenure status:** Tenured **Education:** Ph.D. Developmental & Clinical Psychology, University of California, Berkeley, 2001; M.A. Developmental Psychology, University of California, Berkeley, 1998; B.A. Experimental Psychology & Education, University of California, San Diego. **Overseas experience:** Lisbon Portugal, Institute Camões/ Puebla México (Vivir México Program with Dr. Richard Ruiz)/ Reggio Emilia, Italy Faculty and Teacher Study Group **Languages:** Spanish (native); English (fluent); Portuguese (functional)

**Percent time devoted to area/international teaching:** 20% **Percent time devoted to area/international research or outreach:** 80%

**Area studies courses:** Ecological and Literacy Border Studies; Foundations of Multicultural Education; Language Socialization Across Cultures.

**Research and teaching focus:** Bilingual and biliteracy development in early childhood, Transnational and international work in U.S. & Mexico, comparative education, first and second language acquisition, education for linguistically and culturally minority students, and *transnational* studies with immigrant families.

**Recent Publications:**

- 2016 Gort, M. & Reyes, I. Co-Editors (2016), Special Issue on Biliteracy in Schools and Communities. *Language Arts*, 93 (5).
- 2016 Reyes, I., & DaSilva Iddings, A.C. (2016) Learning about Linguistic Resources through Home Engagements: Opportunities for Latina Pre-service Teachers to Shape their Language Orientations. In Hornberger, N. (ed): *Richard Ruiz: Essays on Language Planning and Bilingual Education*. Multilingual Matters.

**Distinctions:** CONACYT-México Scholar Sistema Nacional de Investigadores (SNI); Young Scholar by the Foundation for Child Development

**REYES ESCUDERO, VERONICA***Full Librarian/Borderlands Curator, Instruction**Coordinator and Special Collections, University of Arizona Libraries***Tenure status:** Continuing Status **Education:** Ph.D., M.A., MLIS, B.A. in English, BFA**Overseas experience:** Italy, France, Mexico**Languages:** English & Spanish (Fluent), Italian (beginning conversational), French (familiarity)**Regional focus:** U.S.-Mexico borderlands**Area studies courses:** N/A**Percent time devoted to area/international teaching:** 0%**Percent time devoted to area/international research or outreach:** 10%**Research and teaching focus:** U.S. Mexico borderlands as it pertains to archival acquisitions, cultural competence in libraries, digital scholarship, mid-century Mexican American farmworkers, variety of archival topics (handling, searching, analysis, interpretation, and familiarity with relevant collections to their area of focus)**Recent Publications:**

2016 Overall, P. M., Nuñez, A. V., & Reyes-Escudero, V. *Latinos in libraries, museums, and archives: Cultural competence in action! An asset-based approach*. Lanham: Rowman & Littlefield.

2016 Baldock, M., & Reyes-Escudero, V. "The Archivist Apprenticeship: Partnering with the Knowledge River Program Diversity Initiative." In *Case Studies for Academic Librarianship* (pp 105-114). ALA Neal-Schuman.

2015 Elliott, C. M., Feeney, M. E., Kollen, C. E., & Reyes-Escudero, V. "A DH State of Mind: Libraries and the Digital Humanities." In *Supporting Digital Humanities for Knowledge Acquisition in Modern Libraries*.

**Distinctions:** Lois Olsrud Faculty Excellence Award, Confluencenter Collaboration and Innovation Faculty Grant, SOAR Grant, Harvard Leadership Institute for Academic Librarians, University of Arizona's Academic Leadership Institute

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**RODRÍGUEZ, ROBERTO***Associate Professor of Mexican American Studies***Tenure status:** Tenured**Education:** Ph.D. Mass Communications, University of Wisconsin, Madison, 2008; M.A. Mass Communications, University of Wisconsin, Madison, 2005.**Regional Focus:** Latin America, Mexico, Central America, Southwest U.S.**Languages:** Spanish**Percent time devoted to area/international research or outreach:** 100**Area studies courses:** MAS 150C1 Popular Culture, Media, and Latina/o Identities, MAS 265 Overview of Mexican American Studies, ANTH 319 Mexican American Culture, LAS 508 The Mexican American: A Cultural Perspective.**Research and/or teaching focus:** Origins and migration stories of Indigenous peoples of the Americas, examining maize culture, migration, and the role of stories and oral traditions among Mexican and Central American peoples.**Recent Publications:**

2014 "Smiling Brown: Gente de Bronce - People the Color of the Earth" in *Nakum*, 4(1), 30.

2014 *Our Sacred Maz Is Our Mother: Indigeneity and Belonging in the Americas*. Univ. of Arizona Press.

2013 Cabrera, Nolan L, Elisa L. Meza, Andrea J. Romero, and Roberto C. Rodriguez. "If There Is No Struggle, There Is No Progress': Transformative Youth Activism and the School of Ethnic Studies." In *Urban Review: Issues and Ideas in Public Education*. 45.1: 7-22.

**Distinctions:** National Association for Ethnic Studies Award in recognition as Conference Chair for the 44th annual conference at the UA 2016; Co-creator of the the annual Consuelo Aguilar 5K run and walk for cancer awareness, and the Cinco de Mayo Sobriety run and walk and Healthy Food Festival; Distinguished Community Scholar: UCLA's César E. Chávez Department of Chicana and Chicano Studies (2003)

**ROMERO, ANDREA***Professor of Family Studies and Human Development,**affiliated with Psychology, Mexican American Studies, Latin American Studies, Women's Studies and Public Health***Tenure status:** Tenured**Education:** Ph.D. University of Houston, Social Psychology, 1997. M.A.

University of Houston, Psychology, 1995. B.A. Texas A &amp; M University, Chemistry, August 1993.

**Academic Experience:** Professor Family Studies and Human Development, Associate Professor, Family Studies & Human Development & Mexican American and Raza Studies, Asst. Prof. Mex. Amer. Stud. and Research Ctr, College of Social and Behavioral Sciences, The Univ. of Arizona August 2000-present; Project Dir. Expert Consultant on Discrimination Mex. Amer. Elders Study, Crist Research Study, College of Nursing Univ. of Arizona Spring 2002-2003; Stanford Ctr for Research in Disease Prevention, Stanford College of Medicine 1998-2002.**Languages:** Spanish (5)**Regional Focus:** Border Region, Southwestern US**Percent time devoted to area/international teaching:** 40%**Percent time devoted to area/international research or outreach:** 40%**Area studies courses:** Advanced Methods, Educational Disparities of Mexican American Youth, Chicano/a Psychology; Latinos/Latinas: Emerging Social Issues; Chicana Gender Perspectives.**Research and teaching focus:** Mexican American and Chicana Studies; Latino Adolescent Health. Community based Participatory Action Research, Youth Participatory Action Research**Recent Publications:**

- 2017 Romero, et al, "When Is Bicultural Stress Associated with Loss of Hope and Depressive Symptoms? Variation by Ethnic Identity Status among Mexican Descent Youth" in *Journal Of Latina/O Psychology*,
- 2017 Romero et al, "Longitudinal effects of Latino parent cultural stress, depressive symptoms, and family functioning on youth emotional well-being and health risk behaviors " in *Family Process*, 56(4), 981-996.
- 2017 Romero et al, "Longitudinal trajectories of family functioning among recent immigrant adolescents and parents: Links with adolescent and parent cultural stress, emotional well-being, and behavioral health " in *Child Development*.

**Distinctions:** Chosen to participate in the Academic Leadership Institute, University of Arizona 2017; Shirley O'Brien Diversity Award, College of Agriculture and Life Sciences 2017; Cesar Chavez Award, National Association of Social Workers 2016; Mujer en La Lucha Award, Arizona Cesar Chavez Coalition 2016; The Alfredo de los Santos Teaching/Service Higher Education Award, The Victoria Foundation 2015**ROSALES, CECELIA***Associate Dean, Phoenix Campus & Chair, Division of Public Health**Practice & Translational Research University of Arizona Mel and Enid Zuckerman College of Public Health.***Tenure status:** Tenured**Education:** M.S. Epidemiology, University of Arizona, 2000; M.D. Universidad Autonoma de Ciudad Juarez, 1987; B.S. Public Administration, University of Arizona, 1976.**Academic Experience:** Director of Phoenix Program; Associate Professor in MEZCOPH; Former Director of the Office of Border Health for the Arizona Department of Health Services; Former Co-PI international project funded by United Health Group; Former PI of NIH/NCMHD funded EXPORT; Former PI of CDC/NIOSH funded project.**Languages:** Spanish, English**Regional Focus:** U.S.-Mexico border**Percent time devoted to area studies courses:** 50%**Percent time devoted to area/international research or outreach:** 30%**Area studies courses:** CPH 563-US Mexico Border Health Policy; CPH 574-Policy and Management**Research and teaching focus:** Migration and Health, Health disparities, farmworker health & other public health policy issues on the U.S.-Mexico border.**Recent Publications:**

- 2018 Rosales et al, "International migration and dietary change in Mexican women from a social practice framework" in *Appetite*.
- 2018 Rosales et al, "Meta Salud Diabetes study protocol: a cluster-randomised trial to reduce cardiovascular risk among a diabetic population of Mexico" in *BMJ Open*.
- 2017 Rosales et al, "Tuberculosis Treatment completion in a United states/Mexico Binational context" in *Frontiers in public health*, 5.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 4 DrPH students; 50 MPH Internship Projects; 5 thesis**Distinctions:** (2006-2016) Appointed by President George W. Bush to serve on the U.S. Mexico Border Health Commission representing Arizona; 2015 Arizona State University Chicano/Latino Faculty & Staff Association, Dr. Cesar E Chavez Community Service Award; 2015 Pueblo High School Hall of Fame Recipient, Tucson, Arizona; 2016 Chicano's Por La Causa—Cause for Change Honoree. Tucson, Arizona June 2, 2016; Arizona Business Magazine—2016 Most Influential Women in Arizona Business. Phoenix, Arizona August 2016

**ROTH-GORDON, JENNIFER***Associate Professor, Anthropology; Latin American Studies***Tenure status:** Tenured**Education:** Ph.D., Anthropology, Stanford University, 2002; M.A., Linguistics, Stanford University, 1997; M.A., Anthropology, Stanford University, 1996; B.A., Anthropological Linguistics, Brown University, 1994.**Academic Experience:** Teaching Affiliate of Cultural and Social Anthropology, Stanford University, 1999-2000; Postdoctoral Teaching and Research Fellow, Center for the Study of Race and Ethnicity in America, Brown University, 2002-2004; Assistant Professor of Anthropology and affiliated faculty, Center for Latin American Studies, University of Arizona, 2004-2012**Overseas Experience:** Brazil, 20 years of research **Languages:** Portuguese (5), Spanish (5)**Regional Focus:** Brazil**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** Race and Everyday Practice; Keywords in Linguistic Anthropology; Ethnographic Discourse Analysis; Race, Ethnicity, and the American Dream; Race and Language in the U.S.**Research and teaching focus:** Linguistic anthropology, language, culture, and power, language ideologies, race and language, youth language, ethnographic discourse analysis, critical race studies, anthropology of race and racism, whiteness.**Recent Publications:**2017 *Race and the Brazilian Body: Blackness, Whiteness, and Everyday Language in Rio de Janeiro*. Oakland: University of California Press.2016 "From Upstanding Citizen to North American Rapper and Back Again: The Racial Malleability of Poor Male Brazilian Youth" in *Raciolinguistics: How Language Shapes our Ideas about Race*, ed. by H. Samy Alim, John R. Rickford, and Arnetta F. Ball. New York: Oxford University Press. 51-64.2013 "Racial Malleability and the Sensory Regime of Politically Conscious Brazilian Hip Hop" in *The Journal of Latin American and Caribbean Anthropology*. 18(2): 294-313.**Number of M.A./Ph.D. theses supervised in past 5 years:** 19**Distinctions:** Post-Ph.D. Research Grant from The Wenner-Gren Foundation, to support the project "Bodies of Privilege: Cultivating Wealth and Whiteness in Rio de Janeiro" 2014; Ruth Landes Memorial Foundation Grant, 2014; SBSRI Faculty Small Grant, 2013; International Research Development Grant, 2013.**RUBINSTEIN-AVILA, ELIANE***Associate Professor, Teaching, Learning &**Sociocultural Studies***Tenure status:** Tenured**Education:** Ed.D. Harvard Graduate School of Education**Academic Experience:** Professor in the Department of Teaching, Learning and Sociocultural Studies (Program of Language, Reading and Culture), University of Arizona (2000-).**Overseas Experience:** Brazil, Argentina and Chile**Languages:** Spanish (5), French (3), Italian (3)**Regional Focus:** Latin American immigrant youth to the United States**Percent time devoted to area studies courses:** 30%**Percent time devoted to area/international research or outreach:** 30%**Area studies courses:** LRC 416 Structured English Immersion (a by product of AZ Prop 203)**Research and/or teaching focus:** South American and Latino immigrant youth's literacy practices in and out of school**Recent Publications:**2014 Hoge, M., & Rubinstein-Avila Ed.D., E., "Out of Sight, Out of Mind: A Case Study of an Alternative School for Students with Emotional Disturbance (ED)" in *Qualitative Research in Education*, 3(3).2014 Rubinstein-Avila Ed.D., E., & Lee, E. h. "Secondary Teachers and English Language Learners (ELLs): Attitudes, Preparation and Implications" in *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 87(5).2014 Rubinstein-Avila Ed.D., E., Sox, A., Kaplan, S., & McGraw, R. "Does biliteracy + mathematical discourse = numeracy? A close look at a dual-language middle-school mathematics classroom" in *Urban Education*.**Distinctions:** COE Recipient of the Faculty Research Award, 2008



**RUBIO-GOLDSMITH, RAQUEL***Lecturer, Mexican-American Studies and Research**Center, Latin American Studies; Women's Studies***Tenure status:** Non-tenure**Education:** LLM Jurisprudence and Social Sciences, 1961; M.A.

Philosophy &amp; B.A. Humanities, National Autonomous University of Mexico, 1954/1960

**Academic Experience:** Teacher, School of Law, University of Yucatán, 1962-1963; Teacher, School of Law, University of Buenos Aires, 1964-1966; Instructor of History, Pima Community College, 1971-1997; Adjunct Lecturer in Mexican-American Studies, University of Arizona, 1980-present.**Overseas Experience:** Studies and teaching in Mexico (9 years), teaching in Argentina (2 years), ongoing research in Mexico**Languages:** Spanish (5)**Regional Focus:** U.S.-Mexico borderlands, Mexico**Percent time devoted to area/international teaching:** 75%**Percent time devoted to area/international research or outreach:** 75%**Areas studies courses:** History of Mexicana/Chicana Women in the U.S, Chiapas: Past, present and Future.**Research and teaching focus:** Mexican and Chicana women's history; immigration; curriculum development**Recent Publications:**2016 Raquel Rubio-Goldsmith, C. Fernández, J. Finch, and A. Masterson-Algar (Eds) *Migrant Deaths in the Arizona Desert: La vida no vale nada*, University of Arizona Press2009 Goldsmith, Pat, Mary Romero, Raquel Rubio-Goldsmith, Manuel Escobedo, & Laura Khoury, "Ethno-Racial Profiling and State Violence in a Southwest Barrio. *Aztlan: A Journal of Chicano Studies*, 34 (1): 93-124.

2007 Rubio-Goldsmith, M. Melissa McCormick, Daniel Martinez &amp; Inez Magdalena Duarte, "The Funnel Effect" and Recovered Bodies of Unauthorized Migrants Processed by the Pima County Office of the Medical Examiner, 1990-2005." Washington D.C.: Immigration Policy Center Brief.

**Distinctions:** Rockefeller Fellowship, 2001, program coordinator, National Conference of the National Association of Chicano/a Studies, 2001, Woman of the Year Award, Tucson.**RUIZ, JOAQUIN***Dean, College of Science and Professor, Geochemistry***Tenure status:** Tenured**Education:** B.Sc., Geology, Univ. of Miami; B.S., Chemistry, Univ. of Miami;

M.S. and Ph. D, Geology, Univ. of Michigan.

**Academic Experience:** Asst. Professor of Geosciences, Univ. of Arizona, 1983-89; Assoc. Professor of Geosciences, Univ. of Arizona, 1989-93; Vis. Assoc. Professor, Geosciences, Univ. of California at Berkeley, 1991; Professor of Geosciences, Univ. of Arizona, 1993 to Present; Head, Dept. of Geosciences, Univ. of Arizona, 1995-2000; Dean, College of Science, 2000 to Present; Executive Dean, Colleges of Letters, Arts and Science (2009-); Vice President for Strategy and Innovation (2013-).**Overseas Experience:** Mexico; Chile, Brazil, Argentina, Peru, Guatemala, Colombia**Regional Focus:** Mexico**Languages:** Spanish (5)**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Research and teaching focus:** Geochemistry; geochronology**Area studies courses:** N/A**Recent Publications:**2004 Chesley J, Righter K, Ruiz J, "Large-Scale Mantle Metasomatism: A Re-Os Perspective" In *Earth and Planetary Science Letters* 219, 49-60.2004 Ducea M, Gehrels G, Shoemaker S, Ruiz J, Valencia V, "Geologic Evolution of the Xolapa Complex, Southern Mexico: Evidence from U-Pb Zircon Geochronology" in *GSA Bulletin* 116, 1016-1025.2003 Valencia-Moreno, M, Ruiz, J, Ochoa-Landin L, Martinez-Serrano R, Vargas-Navarro P, "Geochemistry of the Coastal Sonora Batholith, Northwestern Mexico" In *Canadian Journal of Earth Sciences* 40, 819-831.**Distinctions:** President, Geological Society of America, 2010-2011; Vice President, Geological Society of America, 2009-2010; Councilor, Geological Society of America, 1997-2000, 2010-2012; Associate Editor, *Geofísica Internacional*, 2008-2010; Member, Board of Earth Sciences, National Research Council, National Academies of Science, 2006-2008; Associate Editor, *American Journal of Science*, 2004-2008; Member, Governing Board, *Instituto Nacional de Astronomía, Óptica y Electrónica*, Mexico, 2003-2005; Member, National Research Council, National Academies of Science, Committee on Natural Resources, 2003-2005; Associate Editor, *Geology*, Geological Society of America, 2000-2002.

**RUSHBROOK, DEREKA***Associate Professor, School of Geography &**Development*

**Tenure status:** Non-Tenure-eligible      **Education:** Ph.D. (Geography, University of Arizona, 2005) M.S. (Economics, The University of Texas at Austin, 1998) B.S Economics B.A. Political Science, Certificate in Latin American Studies, University of Pittsburgh

**Academic Experience:** University of Arizona (2005-present); Ripon College (1992-1998)

**Languages:** English, French, Spanish, Portuguese (conversational)

**Overseas Experience:** research in Dominican Republic, Mexico, Guatemala, Nicaragua; study abroad in France; co-director, study abroad program in Cuba

**Regional Focus:** Mexico/Central America/Caribbean

**Area Study Courses:** Cuba Study Abroad Program

**SALESKA, SCOTT***Assistant Professor, University of Arizona, Ecology**& Evolutionary Biology*

**Tenure status:** Tenure-eligible      **Education:** Massachusetts Institute of Technology (Physics) B.S. 1986 University of California, Berkeley (Energy and Resources Group); Ph.D., 1998 Harvard University (Dept. of Earth & Planetary Sciences), Post-Doctoral fellow 1999-2001.

**Languages:** Spanish (5), French (3), Italian (3)

**Regional focus:** Amazonian region, Latin America

**Percent time devoted to area studies courses:** 50%

**Percent time devoted to area/international research or outreach:** 50%

**Area studies courses:** N/A

**Recent Publications:**

- 2009      *Saleska, S., H.R. da Rocha, B. Kruijt, and A. Nobre. (2009) Ecosystem carbon fluxes and Amazon forest metabolism. Invited peer-reviewed book chapter for Michael Keller, Mercedes Bustamante, John Gash, and Pedro Silva Dias, Editors, Amazonia and Global Change, Geophysical Monograph Series, Volume 186, 576.*
- 2007      *Saleska, S.R., K. Didan, A.R. Huete, and H.R. da Rocha. (2007). Amazon forests green-up during 2005 drought. Science, 318: 612. (Published online 20 Sep 2007, doi:10.1126/science.1146663).*
- 2006      *Huete, A.R., K. Didan, Y.E. Shimabukuro, P. Ratana, S.R. Saleska, L.R. Huttyra, W. Yang, R.R. Nemani, R. Myneni (2006). Amazon rainforests green-up with sunlight in dry season, Geophys Res. Lett, vol 33, L06405.*

**Number of M.A. /Ph.D theses supervised in past 5 years:** 8

**Distinctions:** Director, *Amazon-PIRE*, an NSF-funded 5-year project (2007-2012); Science Steering Committee, UofA Biosphere 2 (2007-); Panel Reviewer for NASA (Carbon Cycle Science) and NSF (Ecosystems Panel); Associate Editor, *J. of Geophys Research – Biogeosciences*; Reviewer for: *Ecological Applications, Ecology Letters; Global Change Biology; Global Biogeochemical Cycles; Isotopes in Environmental and Health Studies; Nature; Oecologia; Philosophical Transactions of the Royal Society; Plant, Cell and Environment; Proceedings of the National Academy of Sciences; Science.*

**SANCHEZ, ANTHONY***Assistant Librarian, University of Arizona Main Library***Tenure status:** NA**Education:** B.A. English Literature, University of Arizona; M.A. Information Resources and Library Science, University of Arizona**Overseas experience:** Mexico      **Languages:** Spanish**Regional focus:** Mexico**Percent time devoted to area/international teaching:** N/A**Percent time devoted to area/international research or outreach:** 100%**Area studies courses:** N/A**Research and teaching focus:** Virtual and augmented reality applications in education, peer learning models, website usability**Recent Publications:**

2018 Sanchez, A. R., & Nichols, J. T. "UA iSpace Case Study." In *The Savvy Academic Librarian's Guide to Technological Innovation: Moving beyond the Wow Factor*.

2016 Sanchez, A. R., Gregory, L., & Matlin, T. (2016, Spring). "How do we advocate for underrepresented students?: A panel on how critical pedagogy and social justice value the student experience." In *California Academic & Research Libraries (CARL)*.

**Distinctions:** Member of Library Leadership Group for the iSpace at UA Libraries, Co-Principal Investigator for The Innovative Learning Project Grant

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**SCHWARTZMAN, KATHLEEN***Professor of Sociology***Tenure status:** Tenured**Education:** Ph.D. Sociology, University of Chicago, 1988

**Academic Experience:** University of Arizona, Department of Sociology – Assistant Professor (1984-1991), Associate Professor (1991-2013), Lecturer in Sociology, University of Illinois at Chicago, 1980-1982, Project Assistant of the General Social Survey (GSS) at the National Opinion research Center (NORC), 1972-1976.

**Overseas experience:** Research in Portugal, 3 years; Brazil 6 mos.

**Languages:** Spanish, Portuguese**Regional focus:** Brazil, Mexico, Portugal**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 75%

**Area studies courses:** Race and Ethnic Relations, Latin America, Globalization, and Development; Political Sociology

**Research and teaching focus:** Migration; Global integration; Democratic regimes; transitions to authoritarian regimes; impact of state policies on socio-economic organization; problems of late dependent development; and the nature of semi-peripheral development,

**Recent publications:**

2017 "Who Rules the Roost? In Studying the Power Elite: Fifty Years of Who Rules America?" (pp 165-181). Boulder: Routledge.

2016 "From Famines to Financialization: Review essay of The Rise and Fall of Ireland's Celtic Tiger: Liberalism, Boom and Bust" *Journal of World System Studies*, 22(2).

2015 "Will China's Development Lead to Mexico's Underdevelopment?" in *Journal of World System Research*, 21(No. 1), 106-123.

**Distinctions:** Nominated: 2016 Teaching and Graduate Mentoring Award; The William M. LeoGrande Prize (2012-2013) for the best book on US-Latin American relations for *The Chicken Trail: Following Workers Migrants and Corporations Across the Americas*

**SCOTT, CHRISTOPHER***Director, Udall Center for Studies in Public**Policy; and Professor of Geography & Development***Tenure status:** Tenured **Education:** Ph.D., M.S. Cornell University; B.A., B.S. Swarthmore College**Academic Experience:** University of Arizona (2006- ).**Overseas experience:** 2 years lived in Honduras; 3 years lived in Mexico; 25 years lived in India.**Languages:** Spanish (5), Portuguese (3), Hindi (5), Nepali (3)**Regional focus:** México, Andes, Northeast Brazil.**Percent time devoted to area/international teaching:** 10%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** Water Management & Policy; Adaption and Resilience in Water Resource Systems**Research themes:** Climate, water variability, and risk; urban growth and water demand; water reuse and effluent policy; energy-water nexus; agricultural groundwater management and rights.**Recent publications:**2018 Vieira, R., C. Tucci, C.A. Scott (eds.). "Water and Climate Modeling in Large Basins", Vol. 4. *Associação Brasileira de Recursos Hídricos*, Brazil.2017 Herwehe, L., C.A. Scott. "Drought adaptation and development: Small-scale irrigated farming in northeast Brazil" in *Climate and Development*.2017 Navarro-Navarro, L.A., J.L. Moreno-Vazquez, C.A. Scott. "Social networks for management of water scarcity: Evidence from the San Miguel watershed, Sonora, Mexico" in *Water Alternatives* 10(1): 41-64.**Number of M.A. /Ph.D theses supervised in past 5 years:** 11**Distinctions:** 2018-19 Fellow, Leshner Public Engagement Institute, American Association for Advancement of Science; 2017-18 Fellow, Academic Leadership Institute, University of Arizona; 2013 named Distinguished Scholar, University of Arizona. Grants from: Inter-American Institute for Global Change Research, National Science Foundation, Lloyd's Register Foundation, U.S. Geological Survey, National Oceanic and Atmospheric Administration, WaterReuse Foundation, others.**SHERIDAN, THOMAS E.***Research Professor and Professor of Anthropology**Southwest Center and School of Anthropology***Tenure Status:** Tenured**Education:** Ph.D. in Anthropology, University of Arizona (1983); M.A. in Anthropology, University of Arizona (1978); B.A. Anthropology University of Arizona (1975).**Academic Experience:** Research Anthropologist, Southwest Center (2003); Professor of Anthropology, Department of Anthropology, University of Arizona (2003); Director, Office of Ethnohistorical Research, Arizona State Museum (1999-2003); Curator of Ethnohistory, Arizona State Museum (1994-2003).**Area studies courses:** N/A**Recent Publications:**2011 *Last Water on the Devil's Highway: A Cultural and Natural History of Tinajas Altas* (co-written with Bill Broyles, Gary Nabhan, Gayle Hartmann, and Mary Thurtle). Tucson: University of Arizona Press.2012 *Arizona: A History (Revised Edition)*. Tucson: University of Arizona Press.2014 *Stitching the West Back Together: Conservation and Working Landscapes in the American West*. (co-edited w. Susan Charnley, Gary Nabhan). Chicago: University of Chicago Press.**Distinctions:** Earl Carroll Fellowship, College of Social and Behavioral Sciences, University of Arizona, 2009; Past-Presidents' Gold Award, *Landscapes of Fraud*, Association of Borderlands Studies, 2009; Sonoran Institute Faces of Conservation Award: Sustainable Communities Category, Canoa Heritage Foundation, 2007; President, Anthropology & Environment Section, American Anthropological Association, 2003-05; Fellow, Society for Applied Anthropology, 2003; **Grants:** Integrated Methods for Grassland Habitat Enhancement, National Fish and Wildlife Foundation 2012-15, Altar Valley Conservation Alliance, \$382,000; (with David Seibert) Altar Valley Fire Management Grant for Grassland Restoration, National Fish and Wildlife Foundation Keystone Initiative, Wildlife & Habitat, 2010-12, Altar Valley Conservation Alliance, \$150,000

**SILVERTOOTH, JEFFREY C.***Professor and Associate Dean and Director,**Economic Development & Extension: Soil, Water and Environmental Science, The School of Plant Sciences***Tenure status:** Tenured**Education:** Ph.D. Soil Science, Oklahoma State University, 1986; M.S.

Agronomy, Oklahoma State University, 1982; B.S. Agriculture, Kansas State University, 1976.

**Academic Experience:** Professor at University of Arizona (1996-), Extension Agronomist at University of Arizona (1987-1996), Instructor of Soil Chemistry at Oklahoma State University (1987).**Overseas Experience:** Mexico, Peru, Costa Rica**Languages:** Spanish (3)**Regional Focus:** Northern Mexico**Area studies courses:** N/A**Percent time devoted to area studies courses:** 0%**Percent time devoted to area/international research or outreach:** 10%**Research and/or teaching focus:** Development of crop production management strategies that optimize the soil-plant system agronomically and economically, with full consideration of the short- and long-term impact of inputs environmentally. The study of the soil-plant relationships regarding nutrients essential to cotton and cantaloupes, salinity and sodicity management in agricultural soils.**Recent Publications:**2012 Babcock, E. L., & Silvertooth, J. C., "Soil Testing and Plant Analysis Relationships for Irrigated Chile Production. Communications" in *Soil Science and Plant Analysis*, 43(20), 2651-2668.2011 Silvertooth, J., Bronson, K., Norton, E., & Mikkelsen, R., "Nitrogen Utilization by Western U.S. Cotton" in *Better Crops*, 2, 21-23.2008 Norton, E.R. and J.C. Silvertooth, "Nitrogen Volatilization from Arizona Irrigation Waters" in *Communications in Soil Science and Plant Analysis*. 39(15/16):2378-2397.**Distinctions:** The American Society of Agronomy Fellow, 2010; Administrator of the Year, College of Agriculture and Life Sciences, 2008; Council Delegate from the Section on Agriculture, Food, and Renewable Resource, AAAS; Listed in Empire Who's Who, 7 February 2006; September 1999 – June 2000, Leadership Development Program, Class No. 9, USDA/ESCAP/ACOP; April 1996, Ag-100 Award for Excellence in Agricultural Research and Extension; November 1995, Arizona Farm Bureau Environmental Protection and Technology Award; May 1991, 1991 Univ. of Arizona Extension Faculty of the Year Award; 1985 - 1986, Graduate Student Council Representative, Oklahoma State Univ.; April 1984, Graduate Scholarship, Oklahoma Plant Food and Education Society.**SIMMONS, WILLIAM***Professor of Gender & Women's Studies, Director of**Human Rights Practice Graduate Program***Tenure status:** tenured**Education:** B.A. Political Science and Psychology, University of Wisconsin-

Milwaukee, 1987; M.A. Political Science, Louisiana State University, 1992; Ph.D. Political Science, Louisiana State University, 1996

**Overseas experience:** Mexico, West Africa**Languages:** Spanish (3)**Regional focus:** Arizona-Sonora corridor, West Africa, Niger, Nigeria, Mozambique, China, Mexico, United States**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** N/A**Research and teaching focus:** Advancements of human rights for marginalized populations around the globe**Recent Publications:**2018 "Critical Ethnography and Human Rights Research" Forthcoming in *Research Methods in Human Rights*, edited by Rhona Smith and Lee McConnell, Routledge. With Lindsey Feldman.2017 "The Human Right to Dignity and Commodification of Prisoners: Considering Worldwide Challenges to Prison Privatization." In *Privatization, Vulnerability, and Social Responsibility*, edited by Martha Fineman, Ulrika Andersson and Titti Mattsson. Routledge (ISBN: 1472489071). With Leonard Hammer.2017 "Reproductive Justice and Resistance at the U.S.-Mexico Borderlands" in *Radical Reproductive Justice: Foundation, Theory, Practice, Critique* (ISBN: 9781558614376), edited by Loretta Ross, et al. with Anna Ochoa O'Leary.**Distinctions:** Mary Bernard Aguirre Professorship, Lincoln Scholar, Lower-Division Teaching Award, Richard B. Kenney Award for Outstanding Teacher, Faculty Achievement Award for Service, Andreas Ekholm Award for Commitment to Human Rights, Campus Environment Team's Diversity Award

**SOTO, SANDRA***Associate Professor of Gender and Women's**Studies, also Latin American Studies, Mexican American Studies Research Center, and English***Tenure status:** Tenured**Education:** Ph.D., English, University of Texas-Austin, 2001**Academic Experience:** Visiting Research Fellow, Center for Mexican American Studies, Univ. of Texas at Austin, Spring 2008; Postdoctoral Fellowship, Latina/Latino Studies Program, Univ. of Illinois at Urbana-Champaign, 2004-2005; Assistant Professor of Women's Studies, Univ. of Arizona (2001-); Chicana Studies Dissertation Fellowship, Univ. of California, Santa Barbara, 2000-2001; Teaching Associate, English Department, Univ. of Texas-Austin, 1997-2000.**Languages:** Spanish (3)**Regional Focus:** U.S-Mexico borderlands**Percent time devoted to area/international teaching:** 40%**Percent time devoted to area/international research or outreach:** 60%**Area studies courses:** Latina/o Literary and Cultural Studies; U.S. Third World Feminism; Chicana Feminist Theories; Transnational Feminist Theories; Queer Borderlands Studies; Gender in a Transnational World; Race/Gender: Genealogies, Formations, Politics.**Research and teaching focus:** Chicana/o and Latina/o literary and cultural studies; feminist theories; queer theory; racialized sexuality; transnational feminisms.**Recent Publications:**2017 "Gender" in *Keywords for Latina/o Studies*, edited by Deborah R. Vargas, Nancy Raquel Mirabal, and Lawrence La Fountain-Stokes (pp 75-79). New York: NYU Press.2015 "Experience, Difference, and Power" in *the Cambridge Companion to Lesbian Literature*, edited by Jodie Medd (pp 45-59). Cambridge: Cambridge UP.2013 "Toward Imaginative World-Building" in *The Scholar & Feminist Online*. Guest edited by Janet R. Jakobsen and Catherine Sameh., 12.1-12.2.**Distinctions:** Nominee, Univ. of Arizona Foundation Leicester and Katheryn Sherrill Creative Teaching Award, 2008; Nominee, College of Social and Behavioral Sciences Dean's Award for Excellence in Teaching, Univ. of Arizona, 2007; Nominee, Univ. of Arizona Foundation Leicester and Katheryn Sherrill Creative Teaching Award, 2007.**STOFFLE, RICHARD W.***Full Research Anthropologist, Bureau of Applied Research in Anthropology***Tenure status:** Tenured**Education:** Ph.D, Anthropology, University of Kentucky, 1972; M.A.,

Anthropology, University of Kentucky, 1969; B.A., Anthropology, University of Colorado, 1965.

**Academic Experience:** Bureau of Applied Research In Anthropology, Department of Anthropology, Univ. of Arizona: Full Research Anthropologist, (2001-), Associate Research Anthropologist, 1991-2001; Adjunct Associate Professor, School of Natural Resources, Univ. of Michigan, 1985-1991.**Overseas Experience:** Barbados, West Indies (Peace Corps); research in Antigua and Dominican republic, 1985-6, Bahamas 2002-today**Languages:** Spanish (5) **Regional Focus:** Caribbean, Southwest United States**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** Native Peoples of the Southwest, Ecological Anthropology, Ethnology of North America, Special Topics in the Caribbean**Research and teaching focus:** Human society and adaptation, Risk and Resilience Theory, local settlement responses to Marine Protected Areas in the Bahamas, natural resource management, cultural resource studies, Heritage and traditional Trails – de Anza Trail and Old Spanish Trail.**Recent Publications:**2017 Stoffle, R. W., Van Vlack, K., Arnold, R., & Bullets-Benson, G. "Cant of Reconquest and the Struggle for Restoring Sustainability of the Southern Paiutes" In *Going Beyond: Perceptions of Sustainability in Heritage Studies* No. 2. (pp 231- 246). Springer International Publishing2016 Stoffle, R. W., Arnold, R., & Bullets, A. "Talking with Nature: Southern Paiute Epistemology and the Double Hermeneutic with A Living Planet" In *Collaborative Heritage Management* (pp 75-100). Gorgias Press.2016 Stoffle, R. W., & Baro, M. "The Name of the Game: Oware Men's Social Space During Caribbean Slavery to Post-Colonial Times" in *International Journal of Intangible Heritage*, 11, 75-99.**Distinctions:** President elect of the High Plains Society for Applied Anthropology, 2005; Named Outstanding Honors Faculty by the University of Arizona Honors College, 2004; Committee member, National Research Council, 1998-2000; Associate Editor, Society and Natural Resources, 1996-1998; Editor, Applied Anthropology Section, American Anthropology, 1986-1989.

**STURMAN, JANET** *Associate Dean, Graduate College; Professor of Music, Latin American Studies; Interim Chair, Graduate Interdisciplinary Program in Applied Ethnomusicology and Intercultural Arts Research*  
**Tenure status:** Tenured **Education:** Ph.D. in Music - Ethnomusicology, Columbia University; M.Phil. Columbia University; MA Hunter College-CUNY; B.M. Wittenberg University.  
**Academic Experience:** Assistant Professor of Humanities, Louisiana Scholar's College; Professor of Music, University of Arizona  
**Overseas Experience:** Mexico, Cuba, Colombia, Costa Rica, Nicaragua, Brazil. **Languages:** Spanish  
**Regional Focus:** Caribbean, Mexico, Central America  
**Percent time devoted to area/international teaching:** 20% (given current administrative responsibilities)  
**Percent time devoted to area/international research or outreach:** 50%  
**Area studies courses:** Music in World Cultures, Seminar in Ethnomusicology; Latin American Music, Music of Mexico  
**Research and teaching focus:** Music and identity in Latin America and the American Southwest, Hispanic music in U.S., music and new technologies.  
**Recent Publications:**  
 2019 editor, *The SAGE International Encyclopedia of Music and Culture*  
 2017 "Research Methods in Ethnomusicology," in *Scholarly Research for Musicians.*, edited by Sang Hie Lee, chapter 8. London and New York: Routledge.  
 2016 *The Course of Mexican Music.* London and New York: Routledge.  
**Number of M.A. /Ph.D theses supervised in past 5 years:** M.A. 12; Ph.D. 4  
**Distinctions:** Western Association of Graduate Studies, Board Member, President Elect (2018); Graduate Program Coordinators Intra-Campus Communication Recognition Award (2015); Coordinator, Southwest Society for Ethnomusicology; Board of Directors, Society for Ethnomusicology, Board of Directors College Music Society; Director, Center for Latin American Music; UA College of Fine Arts Mentoring Award (2012); UA School of Music Maestro Award for Student Achievements (2011); UA Honors College Award for Excellence in Teaching (2010); Charles and Irene Putnam Award for Excellence in Teaching, UA College of Fine Arts (2009).

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**TELLEZ, MICHELLE** *Assistant Professor, Department of Mexican American Studies*  
**Tenure status:** Tenure-eligible **Education:** Claremont Graduate University (Ph.D., 2005); Teachers College, Columbia University (M.A, 2000); University of California, Los Angeles (B.A, 1996)  
**Academic Experience:** 8/2016 – present, Assistant Professor, Mexican American Studies, University of Arizona; 8/2015 – 5/2016 Senior Lecturer, Sociology and Ethnic Studies, Northern Arizona University; 8/2014 – 5/2015, Lecturer; Sociology and Ethnic Studies, Northern Arizona University; 8/2005 – 5/2014, Assistant Professor, Women and Gender Studies; Social Justice and Human Rights, Arizona State University; 6/2010 – 8/2010 Visiting Faculty; UCSB: Mexico Summer Research Exchange Program in Queretaro, Mexico, University of California, Santa Barbara; 8/2007 - 7/2008 Chancellor's Postdoctoral Fellow; Latina/o Studies Program, University of Illinois, Urbana-Champaign; 9/2004 – 7/2005, Dissertation Fellow; Chicana/o Studies Department, University of California, Santa Barbara  
**Languages:** Spanish (5), English (5) **Overseas Experience:** Mexico **Regional Focus:** U.S./Mexico border  
**Percent time devoted to area studies courses:** 100%  
**Percent time devoted to area/international research or outreach:** 60%  
**Area Study Courses:** Feminization of Migration, Latino Popular Culture, Chicana Decolonial Feminisms  
**Research focus:** Border Studies, Gender Studies, Transnational Community Formation  
**Recent Publications:**  
 2017 C. Caballero, Y. Martinez-Vu, M. Téllez, J. C. Torres-Perez, C. Vega, "Our labor is our prayer, our Mothering is our offering: A Chicana M (other) work Framework for Collective Resistance." In *Chicana/Latina Studies: the Journal of Mujeres Activas en Letras y Cambio Social*. Volume 16, Issue 2.  
 2016 "A Reflection and Conversation on the Migrant Rights Movement" in *Social Justice: A Journal of Crime, Conflict and World Order*. Vol. 42, Nos. 3-4: 200-22.  
 2015 W. Simmons, C. Menjivar, M. Téllez, "Violence and Vulnerability of Female Migrants in Drop House in Arizona: the Predictable Outcome of a Chain Reaction of Violence" in *Violence against Women*.  
**Number of M.A. /Ph.D theses supervised in past 5 years:** 14  
**Distinctions:** 2017-2018, Public Voices Fellowship. OpEd Project, U of A; 2014, Dr. Manuel Servin Faculty Award: Achievement in research, mentorship of Chicana/o students, leadership at ASU/the community, and community service/involvement, CLSFA, ASU; 2007 – 2008, Chancellor's Postdoctoral Fellowship UIUC; 2007, Mellon Fellow: Future of Minority Studies (FMS) Research Project, Cornell University; 2007, Faculty Excellence in Diversity Award

**TAREN, DOUGLAS***Public Health**Associate Dean for Academic Affairs; Professor, College of*

**Tenure status:** Tenured      **Education:** B.S. Microbiology, Minor in Math, Chemistry, University of Arizona, 1976; M.S. Nutritional Sciences, University of Arizona, 1980; Ph.D. International Nutrition, Cornell University, 1986

**Overseas experience:** Nepal, Kenya, Guam, Marshall Islands

**Languages:** Spanish (3)

**Regional focus:** Mexico

**Percent time devoted to area/international teaching:** 25%

**Percent time devoted to area/international research or outreach:** 25%

**Area studies courses:** N/A

**Research and teaching focus:** Maternal and child nutrition with a special emphasis on decreasing health disparities within low income populations and countries, food security, impact of solar-powered drip irrigation systems on the nutritional status of women and children in Benin

**Recent Publications:**

- 2017 Alaofè H., Burney J., Naylor R., **Taren D.** "Prevalence of anaemia, deficiencies of iron and vitamin A and their determinants in rural women and young children: a cross-sectional study in Kalalé district of northern Benin." In *Public Health Nutrition*.
- 2017 Bauman A, Ernst K, Haden M, Roe D, Myrrat R, Agawo M, Munga S, Schmahl E, **Taren D.** "Assessing community health: an innovative tool for measuring height and length." *Journal of Tropical Pediatrics* June 30.
- 2017 Harrison C and **Taren D.** "How poverty and diet shape the microbiota and immune health to determine susceptibility to chronic metabolic diseases." In *Nature Reviews Immunology* November 7.

**Distinctions:** Association for the Advancement of Medical Instrumentation Manuscript Award, HRSA and ASPPH Promising Practices Recognition for the Arizona Public Health Training Center, University of Arizona Academic Leadership Institute

**THOMPSON, GARY D.***Professor, Agricultural and Resource Economics*

**Tenure status:** Tenured      **Education:** Ph.D. and M.S., University of California, Davis, 1983, 1986; B.A., Colorado College, 1976.

**Academic Experience:** Professor, AREC, University of Arizona (1993- ); Taught Erasmus M.S. Students Microeconometrics at Universitat Politècnica de Catalunya, Barcelona, 2013.

**Overseas Experience:** Guatemala, Mexico, Kenya, Italy, Spain

**Languages:** Spanish (5)

**Regional Focus:** Mexico

**Area studies courses:** N/A

**Percent time devoted to area/international teaching:** 25%

**Percent time devoted to area/international research or outreach:** 25%

**Research and teaching focus:** agricultural production and marketing of fresh vegetables; ejido reform in Mexico; effects of NAFTA on North American trade patterns.

**Recent Publications:**

- 2017 Clarke, A., B. Colby and G.D. Thompson. "Household Water Demand Seasonal Elasticities: A Stone-Geary Model under an Increasing Block Rate Structure," in *Land Economics*, (93:4) November: 6008-630.
- 2013 Caracciolo, F., L. Cembalo, A. Lombardi, and G.D. Thompson. "Distributional Effects of Maize Price Increases in Malawi" in *Journal of Development Studies*.
- 2010 Thompson, G.D., S.V. Aradhyula, G. Frisvold, and R. Tronstad. "Does Paying Referees Expedite Reviews?: Results of a Natural Experiment," in *Southern Economic Journal*, 76(3):678-692.

**Number of M.A. /Ph.D. theses supervised in past 5 years:** 8

**Distinctions:** Fulbright Specialist, Università degli Studi di Napoli Federico II, Italy, 2009; Graduate College Teaching and Mentoring Award, University of Arizona, 2007; Fulbright Distinguished Research/Lecturer Award, Viterbo, Italy, 2006; Outstanding Article (with Paul Wilson), Honorable Mention, *Review of Agricultural Economics*, 2004; Editor of the *Journal of Agricultural and Resource Economics*, 200-2003.



**TRIADAN, DANIELA***Associate Professor, Department of Anthropology***Tenure status:** Tenured **Education:** Ph.D., M.A., B.A., Archaeology and Anthropology, Freie Universität, Berlin, 1995, 1989, 1985.**Academic Experience:** Research Archaeologist, Smithsonian Center for Material Research and Education, 2000-01; Univ. of Arizona, Anthropology: Assistant Professor (2001-2007), Associate Professor (2007-); Research Associate, Dept. of Anthropology, National Museum of Natural History, Smithsonian Institution (2004-).**Overseas experience:** Guatemala, Mexico **Languages:** German (5), Spanish (5), Italian, French, Nahuatl**Regional focus:** American Southwest and Mesoamerica **Area studies courses:** N/A**Percent time devoted to area/international teaching:** 100% field/lab season in Guatemala (3-6 months per year)**Percent time devoted to area/international research or outreach:** 100%**Research and teaching focus:** Sociopolitical development of small sedentary societies more complex societies; Classic Maya household organization and socio-political organization (Aguateca Archaeological Project, Guatemala); production and distribution of polychrome ceramics in the Casas Grandes region, Chihuahua, Mexico; the foundation and latest occupational developments of the Maya center of Ceibal, Guatemala (Ceibal-Petexbatun Archaeological Project).**Recent Publications:**2017 Inomata, T., Triadan, D., Maclellan, J. A., Burham, M. J., Aoyama, K., Palomo Mijangos, J. M., Yonenobu, H., Pinzon, F., & Nasu, H. "Political Collapse and Dynastic Origins in the Maya Lowlands: High-precision Radiocarbon Dating at Ceibal, Guatemala" in *PNAS*, 114(6), 1293-1298.2015 Inomata, T., & Triadan, D. "Middle Preclassic Caches from Ceibal, Guatemala" in *Maya Archaeology*, 3.2015 Inomata, T., MacLellan, J., Triadan, D., Munson, J., Burham, M., Aoyama, K., Nasu, H., Pinzon, F., & Yonenobu, H. "The Development of Sedentary Communities in the Maya Lowlands: Co-Existing Mobile Groups and Public Ceremonies at Ceibal, Guatemala" in *PNAS*, 112(14).**Distinctions:** Dumbarton Oaks Fellowship, Harvard University 2015; Women in Science and Engineering University Excellence in STEMM Diversity Award, University of Arizona 2015; Inducted as Miembra Correspondiente into the Academia de Geografía e Historia de Guatemala, July 27, 2005; Alphawood Foundation research grant (\$172,000) 2013-2014; Alphawood Foundation research grant (\$68,000) 2012; National Endowment of the Humanities collaborative research grant (\$220,000) 2010-2012; National Science Foundation research grant (\$12,600) 2009-2011; National Science Foundation research grant (\$230,000) 2008-2010; National Geographic Society research grant (\$15,000) 2007-2008; National Geographic Society research grant (\$20,000) 2006.**URREA, BEATRIZ***Associate Professor NTE, Spanish and Portuguese***Tenure status:** Non-Tenured **Education:** Ph.D. Spanish Literature, University of Washington, 1997; M.A. Comparative Literature; B.A. Anthropology**Overseas experience:** Native of Puerto Rico, time in Brazil and Spain **Languages:** Spanish (5), Portuguese (5)**Regional focus:** Latin America **Percent time devoted to area/international teaching:** 90%**Percent time devoted to area/international research or outreach:** 10%**Area studies courses:** Arts and Politics in Latin America, Latin American Film, Immigration and Film**Research and teaching focus:** Cultural studies, Latin American literature, film, immigration**Recent Publications:**1997 "Silencio, Amor Y Muerte: El Homosexual Y La Mujer En La Obra De García Lorca." *Bulletin of Hispanic Studies*. 74.1 (1997): 37-58.1996 "El Cuerpo Femenino: Identidad (es) Problematizada(s) En Dos Cuentos De Rosario Ferre." *Revista De Crítica Literaria Latinoamericana*. 22 (1996): 279-300.**Number of M.A. /Ph.D theses supervised in past 5 years:** 1**Distinctions:** Five Star Award Finalist, 2016; Provost's General Education Teaching Award, 2006; College of Humanities Innovation in Teaching Award, 2005.

**VALDÉS, JUAN**

*Professor of Civil Engineering and Engineering Mechanics, also Latin American Studies, Hydrology and Water Resources*

**Tenure status:** Tenured

**Education:** Ph.D in Water Resources, Massachusetts Institute of Technology, 1976; M.Sc. in Civil Engineering, Massachusetts Institute of Technology, 1975, B.S. in Civil Engineering, Catholic University of Córdoba, Argentina.

**Academic Experience:** Associate Professor, 1976-87 (Simón Bolívar University, Caracas, Venezuela). Visiting Associate Professor, Department of Civil Engineering, 1982-83; Research Associate, Department of Civil Engineering, 1976; Research Engineer, 1970-72 (Massachusetts Institute of Technology).

**Overseas Experience:** Venezuela, Mexico, Argentina, Costa Rica Colombia Peru Chile Spain Italy

**Languages:** Spanish, English, Italian

**Regional Focus:** Mexico, Venezuela, Argentina

**Percent time devoted to area/international teaching:** 25%

**Percent time devoted to area/international research or outreach:** 25%

**Area studies courses:** Hydrology, Statistical Hydrology, Stochastic Hydrology, Hydraulic Engineering and Design

**Research and teaching focus:** Stochastic and Deterministic Hydrology, Flood/drought Forecasting Analysis, Environmental Risk Assessment.

**Recent Publications:**

- 2017 Valdes-Pineda, R., Canon, J., & Valdes, J. B. "Multi-decadal 40- to 60-year cycles of precipitation variability in Chile (South America) and their relationship to the AMO and PDO signals" in *Journal of Hydrology*.
- 2016 Gonzalez-Leiva, F., Valdes-Pineda, R., Valdes, J. B., & Ibanez-Castillo, L. "Assessing the Performance of Two Hydrologic Models for Forecasting Mean Daily Streamflows in the Cazonas River Basin (Mexico)," in *International Journal of Modern Hydrology*, 6(3), 168-181.
- 2015 Valdes-Pineda, R., Valdes, J. B., Diaz, H., & Pizarro, R. "Analysis of long-term changes in annual and seasonal precipitation in Chile and related large-scale atmospheric circulation patterns" in *International Journal of Climatology*, 36(8), 2979-3001.

**Distinctions:** Member of National Academy of Engineering of Argentina, Fall 2014; Academia Mexicana de Ciencias (Mexican Science Association), Fall 2014; SAHRA (Sustainability of Semi-Arid Regions and Riparian Hydrology, an NSF Science and Technology Center): Director, 2008-present, Member, Executive Committee, 2000-present

**VARADY, ROBERT G.**

*Research (Full) Professor of Environmental Policy*

**Tenure status:** Continuing (research tenure)

**Education:** Ph.D., University of Arizona, 1981; M.S., Polytechnic Institute of Brooklyn (now NYU-Poly/Polytech. Inst. of NYU); 1966 B.S., City College of New York, 1965.

**Academic Experience:** University of Arizona: Research Professor of Environmental Policy, Udall Center; Adjunct Professor of Hydrology and Water Resources; Research Professor of Arid Lands Studies in the School of Natural Resources and the Environment.

**Overseas Experience:** Mexico (c. 25 years), France, Argentina, Chile, Peru, India, Morocco, Yemen, Mauritania, Pakistan, Niger, Senegal

**Regional focus:** U.S-Mexico border, Mexico, arid Americas

**Language Proficiency:** Urdu (2), Hindi (2), French (4), Hungarian (3.5), Spanish (2)

**Percentage of Time Dedicated to Area Studies:** <10%

**Area studies courses:** N/A

**Percent time devoted to area/international research or outreach:** 75% **Research and teaching focus:** Water security, management, and policy; environmental policy, water history, global water initiatives, groundwater governance.

**Selected Recent Publications:**

- 2018 Albrecht, T., R. G. Varady, A. A. Zuniga, A. K. Gerlak, and C. Staddon. "Securing a shared hidden resource: A review of governance mechanisms for transboundary groundwater security" in *Water Security*.
- 2016 de Grenade, R., J. Rudow, R. Taboada Hermoza, M. E. Adauto Aguirre, C. A. Scott, B. Willems, J. Schultz, and R. G. Varady. "Anticipatory capacity, food security and global change across an extreme elevation gradient in the Ica Basin, Peru" in *Regional Environmental Change* 16, 7: 1-14.
- 2016 Varady, R. G., A. A. Zuniga-Teran, A. K. Gerlak, and S. B. Megdal. "Modes, approaches, and lessons learned: A survey of selected cases of groundwater governance across the globe" In special issue, *Water Governance, Stakeholder Engagement, and Sustainable Water Resources Management*, ed. by S. Megdal, S. Eden, and E. Shamir. *Water* 8, 417: 1-24.

**Number of Dissertations and Theses Supervised in Past Five Years:** 1

**Distinctions:** More than \$17 million in external funds since 1983; "Lloyd's Register Educational Trust International Water Security Network," Subcontract from Univ. of the West of England, award by Lloyd's Register Foundation, \$1,158,173 (Sept. 2013-Aug. 2018), PI 75 pct

**WHITEFORD, SCOTT***Professor Emeritus of Latin American Studies***Tenure status:** Tenured**Education:** Ph.D. Anthropology, University of Texas, Austin, 1977**Academic Experience:** Director of Latin American Studies and Professor of Anthropology at Michigan State University 1974-2005; Director of Center for Latin American Studies at the University of Arizona 2005-2011.**Overseas experience:** 35 years of collaborative research in Latin America. **Languages:** Spanish (5) Portuguese (3)**Regional focus:** Mexico, Argentina, Colombia, Nicaragua and Border Regions of the Americas**Percent time devoted to area/international teaching:** 50%**Percent time devoted to area/international research or outreach:** 50%**Area studies courses:** Social Science Methods for Latin American Research, Inequality and Borders of the Americas, Ethics.**Research themes:** Globalization and inequality, political ecology, migration and borders. Research examines issues of neo-liberal development, migration, violence and unequal power. Recent papers focus on migration, violence, and corruption on the U.S./Mexico border.**Recent publications:**2009 *NAFTA and the Campesinos: The Impact of NAFTA on Small-Scale Agricultural Producers in Mexico and the Prospects for Change.*2005 *Seguridad, Agua y Desarrollo: El Futuro de La Frontera México-Estados Unidos.* Co-edited with Alfonso Andrés Cortez Lara and Manuel Chávez Márquez. Tijuana: Colegio de la Frontera Norte and Michigan State University.2005 *Globalization, Water and Health: Resource Management in Times of Scarcity.* Co-edited with Linda Whiteford. Santa Fe: School of American Research.**Distinctions:** Grants from: Ford Foundation, William and Flora Hewlett Foundation, Tinker Foundation, the National Endowment for Humanities, U.S. Department of Education and the National Science Foundation**WIDDIFIELD, STACIE G.***Professor of Art History; Latin American Studies***Tenure status:** Tenured**Education:** Ph.D. Art History, UCLA, 1986; MS, Educational

Technology, University of Arizona, 2014

**Academic Experience:** Professor of Art History, School of Art (1987-)**Overseas experience:** Mexico, Europe**Languages:** Spanish (3); French (2); German (1)**Regional focus:** Mexico**Percent time devoted to area/international teaching:** 100%**Percent time devoted to area/international research or outreach:** 100%**Area studies courses:** Pre-Hispanic through Chicano Art History, Colonial Mexico, Modern Mexican Art, Issues in Mexican Art**Research and teaching focus:** Late 18<sup>th</sup>-Early 19<sup>th</sup> Century Mexican Art History, Nationalism, Gender, Historiography, Modernism and the City; the representation of water (painting, public works, and narrative)**Recent Publications:**2016 Jeffrey M. Banister and Stacie G. Widdifield "The History and Visual Culture of Mexico City's Xochimilco Potable Water System during the Porfiriato," in *The Oxford Research Encyclopedia of Latin American History*, William H. Beezley, ed., London: Oxford University Press.2015 Stacie G. Widdifield and Jeffrey M. Banister "Seeing Water in Early 20th-Century Mexico City: Henry Wellge's 'Perspective Plan of the City and Valley of Mexico, D.F., 1906,'" *Anales del Instituto de Investigaciones Estéticas*, vol. XXXVII, no. 107, pp. 9-37. (UNAM, Mexico).2014 Jeffrey M. Banister and Stacie G. Widdifield, "The debut of 'modern water' in early 20th century Mexico City: the Xochimilco potable waterworks." *Journal of Historical Geography* Vol 46, 36-52.**Number of M.A./Ph.D theses supervised in past 5 years:** 17**Distinctions:** Faculty Professional Development Endowment Grant, School of Art, UA, 2017, 2011; *American Council for Learned Societies Collaborative Research Fellowship*, with Dr. Jeffrey M. Banister, 2014; Past President and current member, Executive Committee of Association for Latin American Art; *Confluentcenter*, Collaboration and Innovation Research Grant, University of Arizona, 2011; *Faculty Professional Development Endowment*, School of Art, 2011; Executive Committee, UA Center for Latin American Studies, 1999-2000; CLAS Academic Program Review Cttee, 2008; CLAS Advisory Cttee, 2009.

**WILDER, BENJAMIN***Interim Director, Desert Laboratory on Tumamoc**Hill, College of Science***Tenure status:** Tenure-eligible not at the moment**Education:** Ph.D. M.A. B.A. Ph.D.**Academic Experience:** 2016-present Interim Director. Desert Laboratory on Tumamoc Hill, University of Arizona, College of Science; 2015-present Research Scientist. University of Arizona, Consortium for Arizona-Mexico Arid Environments, College of Science; 2011-present co-Founder and Director. Next Generation Sonoran Desert Researchers **Languages:** Spanish (fluent) Cmiique Iitom (introductory)**Overseas Experience:** Extensive research and travel in Mexico. Extended time in Central and South America**Regional Focus:** Sonoran Desert of NW Mexico including Baja California, Sonora, and the Gulf of California. Work in Oaxaca as well. **Percent time devoted to area studies courses:** 10 week summer course, Conservation Realities in Northern Mexico RNR 495M/595M**Percent time devoted to area/international research or outreach:** 30% **Language courses:** N/A**Area Study Courses:** Conservation Realities in Northern Mexico RNR 495M/595M**Research focus:** Desert ecology and botany, modern biodiversity, connect science to conservation**Recent Publications:**

- 2016 Wilder, B.T., C. O'Meara, L. Monti, G. Nabhan. The importance of indigenous knowledge in curbing the loss of language and biodiversity. *BioScience* 66:499–509.
- 2016 Wilder, B.T., C. O'Meara, L. Monti, G. Nabhan. Ethnoscience, the “Oldest Science”: A needed complement to academic science and citizen science to stem to the losses of biodiversity, indigenous languages, and livelihoods. In Nabhan, G. (ed) *Ethnobiology for the Future*. University of Arizona Press. Pp. 23–35.
- 2015 O'Meara, C., B.T. Wilder (eds). Seeds in the Sand: The next generation of approaches to understanding the Sonoran Desert and Gulf of California. *Journal of the Southwest*.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 0, 2 in process**Distinctions:** 2017 & 2018 Agnese Nelms Haury Faculty Fellow; 2013–2014 Dissertation Year Program Fellowship, UC, Riverside**WILDER, JOSEPH C.***Director, Southwest Center***Tenure status:** Tenured**Education:** Univ. of Arizona, B.A., Univ of Notre Dame, M.A., and Ph.D**Academic Experience:** Director, Southwest Center; Editor, J. of the Southwest, 1986-Present**Overseas Experience:** Mexico**Languages:** Spanish (3)**Regional Focus:** Mexico, Southwest U.S. **Area studies courses:** N/A**Percent time devoted to area/international teaching:** N/A**Percent time devoted to area/international research or outreach:** 75%**Distinctions:** Journal of the Southwest has won Bolton Award, Western Historical Association; Forest History Award; Edits two book series on Northern Mexico/Southwest US (Univ. of Arizona Press; Univ. of New Mexico Press); Kellogg Endowment; Griffith Folklore Endowment.

**WILDER, MARGARET***Associate Professor, School of Geography &**Development and Center for Latin American Studies*

**Tenure status:** Tenured **Education:** Ph.D. University of Arizona, Geography, 2002 M.A. University of Chicago, Public Policy Studies, with Honors, 1985 B.A. University of Notre Dame, Government and International Studies (cert. in LAS), *magna cum laude*, *Phi Beta Kappa*, 1981.

**Academic Experience:** Associate Professor (2010- ); Assistant Professor, August 2002-2009; Associate Dean, College of Social and Behavioral Sciences, UA, 1991-2002

**Languages:** Spanish (high proficiency/fluency); English (native) **Overseas Experience:** Mexico; Central America

**Regional Focus:** Mexico (interior), US-Mexico Border region; Central America

**Percent time devoted to area studies courses:** 50%

**Percent time devoted to area/international research or outreach:** 100%

**Area Study Courses:** LAS150b, Intro. To Modern Latin America; LAS150b2 (new course), Understanding Mexico Today; LAS 365/GEOG 365, Human Rts., Immig. Enforcement, and the US-Mexico Borderlands; LAS 495/595, US-Mexico Border: Politics, Society, & Environment

**Research focus:** Water, environment and development in Mexico; political ecology of water; rural development; restructuring of state-society relations under neoliberalism; water governance; vulnerability and adaptation in the U.S.-Mexico border region; climate change and sustainability in U.S.-Mexico border region; environmental justice; climate, health, and poverty.

**Recent Publications:**

- 2017 Mumme, S.P., McEvoy, J., Pineda, N. and Wilder, M., "Shipping water across the US-Mexico border: international governance dimensions of desalination for export" in *Water International*, 77 (3): 777-793.
- 2016 "Metrics: Moving beyond the adaptation information gap to assess adaptive capacity and water security in global contexts—Introduction to the special issue" in G. Garfin, M. Wilder, and R. Merideth, eds. *Current Opinion in Environmental Sustainability* 21 (August): 90-95.
- 2016 Garfin, G., C. Scott, M. Wilder, R.G. Varady, and R. Merideth, "Metrics for assessing adaptive capacity and water security: common challenges, changing contexts, emerging consensus" in G. Garfin, M. Wilder, and R. Merideth, eds. *Current Opinion in Environmental Sustainability* 21 (August): 86-89.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 8

**Distinctions:** Honorable Mention (second place) for Best Paper of 2016 in *Water International* (journal of the Int'l Water Resources Assoc.); Puentes Consortium Fellowship, 2015

**WILKINSON-LEE, ADA***Associate Professor, Department of Mexican American Studies*

**Tenure status:** Tenured **Education:** Ph.D., M.S.

**Academic Experience:** 8 years in a faculty position, 2 additional years in a postdoctoral position

**Languages:** English and Spanish **Regional Focus:** Southwest

**Percent time devoted to area studies courses:** 40%

**Percent time devoted to area/international research or outreach:** 40%

**Area Study Courses:** MAS 365: Latinas/os: Emerging Contemporary Issues, MAS 530: Latinx Adolescence

**Research focus:** Latino health disparities

**Recent Publications:**

- 2017 Wilkinson-Lee, A.M., Herman, P.M., Ball, T. Armenta, A.M., Rehfeld, R.A., Ryan, G.W., & Garcia, F.A. "Connecting healthy women. Final Research Findings Grant Report" in *Patient-Centered Outcomes Research Institute*.
- 2016 Hopkins, A., Moore-Monroy, M. Wilkinson-Lee, A.M. Nuño, V.L, Armenta, A., & Garcia, F. "It's complicated: Negotiating between traditional research and community-based participatory research in a translational study" in *Progress in Community Health Partnerships: Research, Education, and Action*, 10(3), 425-433.
- 2016 Moore-Monroy, M., Wilkinson-Lee, A.M., Lewandowski, D., Armenta, A., "No hay peor lucha que la que no se hace: Re-negotiating cycling in a Latino community" in A. Golub, M.L. Hoffmann, A.E. Lugo, & G. Sandoval (Eds.) *Bicycle Justice and Urban Transformation: Biking for All?* (pp. 217-230). New York: Routledge Equity, Justice and the Sustainable City Series.

**Number of M.A. /Ph.D theses supervised in past 5 years:** 3

**Distinctions:** 2016-2017 Tucson Public Voices Fellow; 2014; University of Arizona, Social and Behavioral Sciences Mentored Professorship

**WILLIAMS, ROBERT A.***E. Thomas Sullivan Professor of Law and**American Indian Studies, Faculty Co-Chair for the Indigenous Peoples Law and Policy Programs***Tenure status:** Tenured**Education:** J.D Harvard Law School**Academic Experience:** James E. Rogers College of Law, American Indian Studies, Indigenous Peoples Law and Policy Program, Univ. of Arizona (1987-); Visiting Professor, The Univ. of Victoria Law School (2005); Harvard Law School (2004,2005, 2003, 2002, 2001,2000, and 1999); Visiting Professor, The Univ. of Washington School of Law (1992-1993); Director, Office of Indian Programs, Univ. of Arizona (1990-1992); Visiting Professor, Univ. of Arizona (1986), Associate Professor of Law, Univ. of Wisconsin (1984-1986), Assistant Professor of Law, Rutgers Law School (1981-1984), Teaching Fellow, Boston College of Law (1980-1981).**Overseas Experience:** Canada, Central America Belize/Nicaragua), Mexico, Australia**Languages:** English (5)**Regional Focus:** Central American indigenous peoples and groups**Percent time devoted to area studies courses:** 20 %**Percent time devoted to area/international research or outreach:** 20 %**Area studies courses:** LAW 696N Critical Race Theory, LAS 656B International Environmental & Comparative Indigenous Rights**Research and/or teaching focus:** Federal Indian Law; International Law and Indigenous Peoples Rights; International Human Rights; Comparative Indigenous Rights; Tribal Courts and Customary Law; Property Law; Critical Race Theory and Practice.**Recent Publications:**2012 *Savage Anxieties: The Invention of Western Civilization.* New York: Palgrave Macmillan.2012 "What the Hell Happened to Mabo? The Search for the Missing Link."i *The Limits of Change: Mabo and Native Title 20 Years on*, Toni Bauman and Lydia Glick (eds) Canberra, A.C.T.: AIATSIS, N.**Distinctions:** Henry and Phyllis Koffler Prize for Outstanding Accomplishments in Public Service, The University of Arizona (2006); Soros Senior Justice Fellowship Award 2001-2002; Gustavus Meyers Human Rights Center Award 1992; John D. and Catherine T. MacArthur Foundation Award: Program on Peace and International Cooperation (1989-1991); National Endowment for the Humanities Award: Division of Research Programs (1989-1991); Outstanding Faculty Member Award: University of Arizona Office of Minority Student Affairs (1989-1990); Outstanding Native American Faculty Award: University of Arizona System (1988-1989); American Council of Learned Societies/Ford Foundation Fellowship (1985-1986).**WILSON, PAUL N.***Professor of Agricultural and Resource**Economics, also Latin American Studies***Tenure status:** Tenured**Education:** Ph.D in Agricultural and Applied Economics, Univ. of Minnesota, 1982; MS Agricultural Economics, University of Arizona, 1975; BS in Marketing, Arizona State University, 1970.**Academic Experience:** Univ. of Arizona, Department of Agricultural and Resource Economics, Assistant Professor (1982-1987), Associate Professor (1987-1994); Visiting Associate Professor of Agricultural Economics, Virginia Polytechnic Institute and State University, 1990, Professor (1994-2008), University Distinguished Professor (2008-).**Overseas Experience:** Mexico, Nicaragua, Belize, Costa Rica, Dominican Republic, Bolivia, Peru, Rwanda, Uganda**Languages:** Spanish (3)**Regional Focus:** Mexico, Central America, Caribbean, Sub-Saharan Africa**Percent time devoted to area/international teaching:** 30%**Percent time devoted to area/international research or outreach:** 5%**Area studies courses:** Global Hunger and Poverty, The Poverty and Development of Nations, Graduate: The Microeconomics of Agricultural Development**Research and teaching focus:** Agricultural economics, finance and strategy; economic development of rural areas; irrigation water management; water policy; technology adoption, impact assessment, asset-based development**Recent Publications:**2012 "Impact Assessment as Knowledge Generation and Learning: Operational Challenges in Faith-Based NGOs" in *Journal of Development Effectiveness*, 4(2), 328-349.2011 "Shared Learning In and From Transformational Development Programs" in *Transformation*, 28(2), 103-113.2011 "The Human Soul: A Missing Link in Economic Development Education" in *Faith & Economics*, 57, 25-46.**Distinctions:** Univ. of Arizona Alumni Association Extraordinary Faculty Award, 2014; University Distinguished Professor (Univ. of Arizona, 2008); Outstanding Undergraduate Teacher with 10+ Years Experience (American Agricultural Economics Association), 2005; Honorable Mention, Outstanding Journal Article in the Review of Agricultural Economics, 2004; President, Western Agricultural Economics Association, 1999-2000.

**WOODSON, DREXEL G.***Associate Research Anthropologist, Bureau**of Applied Research in Anthropology & Associate Professor, School of Anthropology***Tenure status:** Tenured**Education:** Ph.D., Univ. of Chicago, 1990; M.A., Univ. of Chicago, 1978; B.A., Yale Univ., 1973; B.A., Central High School of Philadelphia, 1969.**Academic Experience:** Associate Research Anthropologist, BARA & Associate Professor, School of Anthropology (2009-); Associate Research Anthropologist, BARA & Associate Professor, Department of Anthropology 1998-2009; Assistant Research Anthropologist, BARA, 1990-1998; Assistant Research Anthropologist, BARA & Assistant Professor, African-American Studies, 1990-1994**Overseas Experience:** Haiti; Caribbean; West Africa.**Languages:** French (5); Haitian Creole (5); Spanish (3)**Regional Focus:** Haiti; Caribbean; West Africa**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 45%**Area studies courses:** Social/Cultural Anthropology**Research and teaching focus:** Cultural/social stability and change; ethnography, historiography and bibliography; peasant land tenure and marketing systems; livelihood systems and household food security; the processual anthropology of development; information systems**Recent Publications:**2014 "Le Rire particulier de Rolph Trouillot" [Revised version of "Rolph Trouillot's giggle", French translation, by Nadève Ménard]. *The Journal of Haitian Studies*, edited by Patrick Bellegarde-Smith and Nadève Ménard.2014 "Byen Pre pa Lakay: Toward a Complete Bibliography of Michel-Rolph Trouillot's Writings" in *The Journal of Haitian Studies*, edited by Patrick Bellegarde-Smith and Nadève Ménard.**Distinctions:** University of Arizona Service Award (15 years), 14 April 2005; Editorial Consultant on Caribbean Teaching and Learning text (2002); Technical Advisor, Edmond Mangonès Foundation (1996-present); Book Review Editor for *Transforming Anthropology* (journal of the Association of Black Anthropologists), American Anthropological Association.**YETMAN, DAVID***Distinguished Outreach Professor;**Research Social Scientist, Southwest Center, Latin American Studies***Tenure status:** Tenured**Education:** University of Arizona: Ph.D. in Philosophy (1972), M.A. in Philosophy (1965), B.A. in Philosophy, Anthropology and Zoology (1974).**Academic Experience:** Assistant Professor of Philosophy, Arizona State University, 1969-1971; University of Arizona – Lecturer in Humanities (1971-1972), Assistant Research Social Scientist (1992-1995), Director of Faculty at Institute of Tropical Ecology (Audubon Society/Extended Campus, 1993-1995). Research social scientist 1996-present.**Overseas experience:** Argentina, Bahamas, Belize, Bolivia, Bonaire, Brazil, Chile, Costa Rica, Colombia, Cuba, Curaçao, Dominican Republic, Ecuador, Mexico, Nicaragua, Panama, and Peru.**Languages:** Spanish (5)**Regional focus:** Brazil, Mexico, Central America, Andean Region**Percent time devoted to area/international teaching:** 0%**Percent time devoted to area/international research or outreach:** 100%**Area studies courses:** The state of Sonora, Mexico, Southwest U.S., U.S.-Mexico Border**Research and teaching focus:** Ecology and rural development relating to southwestern United States and northwestern Mexico, ethnobotany, border issues, and indigenous people of Sonora, investigating historical human geography and ecological issues of Sonora, archival ethnohistories of indigenous people of Sonora.**Recent publications:**2013 *Colonial conflict in Sonora: Indians, priests, and settlers*. Albuquerque: University of New Mexico Press.2010 *The Ópatas. In search of a Sonoran People*. Tucson: University of Arizona Press**Films:** 2001-2010: Host, PBS documentary television series, "The Desert Speaks." Approximately 130 half-hour programs broadcast on PBS affiliates across the United States and Discovery Channel elsewhere. 2011-2018. Host, PBS travel/documentary series, *In the Americas with David Yetman*.**Distinctions:** Co-producer/director/editor of seventy one-half hour programs on themes from the Americas, primarily Latin America. Broadcast on over one-hundred PBS affiliate stations in the United States and by Arte France in French and German-speaking countries. Recipient of Rocky Mountain Emmy Awards, 2008, 2014.

**ZEPEDA, OFELIA***Regents' Professor of Linguistics,**also affiliate faculty American Indian Studies***Tenure status:** Tenured**Education:** Ph.D. Linguistics, University of Arizona, 1984; M.A. Linguistics, University of Arizona, 1981.**Academic Experience:** Assistant Research Social Scientist, 1986-91; Assistant Professor, 1991-1992; Associate Professor, 1992-99; Professor of Linguistics, University of Arizona (1999-)**Language:** Tohono O'odham (5)**Percent time devoted to area/international teaching:** 25%**Percent time devoted to area/international research or outreach:** 25%**Area studies courses:** Intro Papago -Structure of a Non-western Language, Native Languages of North America, endangered languages and language documentation**Research and teaching focus:** Tohono O'odham, survey of Native languages, language revitalization and documentation**Recent Publications:**2016 *Sonoran Desert: A literary Field Guide.* University of Arizona Press.2014 Zepeda, O., McCarty, T., & Romero-Little, E. "The Racializing Function of Medium-of Instruction Policies in Indigenous and Minoritized Education" in *Researching Race in Education: Policy, Practice and Qualitative Research.* Information Age Publishing.2013 Teresa McCarty, M.E. Romero-Little, L. Warhol, O. Zepeda, "Genealogies of Language Loss and Recovery—Native Youth Language Practices and Cultural Continuance" in *Indigenous Youth and Multilingualism.* Leisy Wyman, T. McCarty, S. Nicholas, editors. Routledge. New York.**Distinctions:** Library Legend Award, the University of Arizona Library, 2017; Modern Language Association & Association of Departments of Foreign Languages (ADFL) Award for Distinguished Service to the Profession., Spring 2017; Elected president of the Board of Trustees for Tohono O'odham Community College, 2017; Local Genius Award nominee, Museum of Contemporary Art (MOCA) Tucson, 2015; Hall of Fame Inaugural Class-Stanfield Elem. School, 2015; Had Ofelia Zepeda Endowment named for me in Linguistics to support faculty working in endangered languages and documentation, 2013; 1999 John D. and Catherine T. MacArthur Foundation "genius" award; 1996 Tanner Award for Significant Contribution to the American Indian; 1985 American Indian Achievement Award, nominated by Congressman Morris K. Udall.



# Position Descriptions

## Project Personnel Profiles

**1.Position Title:** Assistant Prof. in Health and Environment, Social Scientist

**Salary:** 50% of \$80,000 in year 1 and 25.8% of \$80,000 in year 2. The College of Social & Behavioral Sciences (SBS) will cover the expenses of the balance of the salary in years three and four and fully support the position in subsequent years (see budget line 12).

**Justification and Duties:** this position will focus on Health Disparities and Environmental Determinants of Health. It is expected that the person hired will be able to work in cross border settings in Latin America on topics such as trans-border health issues, migrant physical and mental health; violence & trauma & transnational disease (Zika, Dengue etc.). Health is a strategic priority for CLAS, SBS and UA. Social science perspectives are important in work on global health, as health is shaped by social, political, economic, and cultural context. Health is also a priority topic for funders of Latin American Studies research and training. Core challenges in Latin America include health consequences of conflict, development, and climate change; migrant/refugee health; transnational communicable disease; epidemiological transition to chronic non-communicable disease; transboundary environmental health; health disparities, access to healthcare, and design and financing of health systems.

The Assistant Professor hired will be located in an SBS unit (either as full-time faculty in CLAS or as a shared appointment, with .5 FTE in CLAS) and will teach 2 courses per semester. We expect strong student demand for courses both at the graduate and undergraduate level. One indicator is the confluence of majors/minors. Among undergraduate majors/minors in Latin American Studies and/or Spanish & Portuguese since 2015 (N=4098), 25% are also majors or minors in a health- or biological science-related field. CLAS offers a dual MA degree in LAS/Public Health, interest in this program is growing, with almost half of our dual degree students interested. This indicates the importance of keeping this dual degree vibrant, with both, relevant courses and research. This position would fill gaps in existing LAS expertise on campus. Several faculty that work on health issues internationally have retired or left the university. Possible partners include Sociology, Anthropology, Public Health, History.

This faculty member would also be in charge of building a network of interdisciplinary scholars working on health issues across the region, and in different border settings, creating opportunities for innovative research and collaboration. This network would have the potential to make a significant impact on the lives of migrant communities in the US-Mexico border and the Tucson community.

**2. Position Title:** Assistant Prof. in Indigenous Peoples, Law, and Development-

**Salary:** 50% of \$80,000 in year 3 and 25.8% of \$80,000 in year 4. The College of Social & Behavioral Sciences (SBS) will cover the expenses of the balance of the salary in years three and four and fully support the position in subsequent years (see budget line 12).

**Justification and Duties:** The hire would have strong empirical experience working on innovative issues of Indigenous human rights, law, and sustainable development in Latin America. We are particularly interested in candidates whose work addresses how these areas are interconnected and who have well-established connections with diverse organizations (i.e. NGOs, industry, government, academic) and Indigenous communities. Possible partners include AIS, Geography, MDP, Anthropology, BARA, Sociology. This hire would work closely with the Indigenous Peoples Law and Policy program, with whom we are establishing important collaborations.

Human rights, an interdisciplinary field of inquiry, is a priority for SBS, and resonant with the emerging UA strategic plan (pillar 2E on advancing human potential). Human rights are core to the “human security” framework articulated in the UN sustainable development goals: that all people should live free from fear, deprivation, and indignity, while recognizing complexity and interconnectedness of national/global security challenges.

CLAS has been a key participant in human rights initiatives at UA, from a recently established research consortium with UNAM; to establishment of SBS’s new MA program in Human Rights Practice; to work on global indigenous rights in collaboration with the College of Law and the Udall Center as well as a long-term institute with indigenous student leaders in collaboration with the College of Education. Hiring in human rights via CLAS will enhance these capacities.

The Assistant Professor hired will be located in an SBS unit (either as full-time faculty in CLAS or as a shared appointment, with .5 FTE in CLAS) and will teach 2 courses per semester. We expect strong student demand for related courses. Among undergraduate majors/minors in Latin American Studies and/or Spanish & Portuguese since 2015, 36% are also majors or minors in a law, politics, or policy-related field.

**3. Position Title: Administrative Assistant**

**Salary:** 25% of \$32,000/yr. in 2018-2019, with 3% increase in subsequent years (see budget line 4).

**Justification and Duties:** Assists in managing all aspects of project implementation, data collection, and preparation of progress reports.

**4. Position Title: *GA curriculum development for College of Education***

**Salary:** 12.5% of \$34,200/yr. in 2018-19, with 3% increase in subsequent years.

(standard wage for PhD level graduate assistant) (see budget line 5).

**Justification and Duties:** Assist in an internationalization initiative to develop curriculum for CoE pre-service teacher methods classes. This CoE GA will assist in the promotion, organization, and facilitation of the International Curriculum Certificate for Pre-service K-12 Teachers.

**5. Position Title: *GA for Communications/Social Media***

**Salary:** 12.5% of \$34,200/yr. in 2018-19, with 3% increase in subsequent years.

(standard wage for PhD level graduate assistant) (see budget line 6)

**Justification and Duties:** The Center requires regular management of communications and social media, assuring that information on the center website and distributed about the center and center events is up-to-date and advertised widely on and off campus. CLAS uses a variety of media to reach diverse audiences (e.g. Twitter, Facebook, Instagram) and distributes a weekly e-bulletin with news of the week's events. CLAS also publicizes center activities through articles posted on UA News and local newspapers.

The GA will work with center social media presence through cutting-edge social media marketing techniques. Responsibilities consist of a wide variety of technical tasks to include (but not limited to): writing news articles on current center events, updating social media, updating websites, creating brochures, assisting with newsletters, and using email-marketing software to send out weekly e-bulletins. The GA for Communications/Social Media will report to CLAS' Assistant Director.

**6. Position Title: *GA for Portuguese Language Program***

**Salary:** 25% of \$34,200/yr. in 2018-19, with 3% increase in subsequent years (see budget lines 9 and 10).

**Justification and Duties:** **This GA will work on two different projects with** Prof. Ana Carvalho (S&P) to improve language pedagogy training by developing new tools for teaching Portuguese and Spanish. The student will assist in the comprehensive language assessment of the Portuguese Program, including the rewriting of student learning outcomes (SLO) for all Portuguese courses. This student will also work with Prof. Carvalho in developing pedagogical modules to include Portuguese in existing Translation and Interpreting in high school curriculum.

# Appendix II

# Course Lists

University of Arizona  
Center for Latin American Studies  
Summary of Courses and Enrollments 2016-2017

Subject	Courses Offered	Undergraduate Enrollment	Graduate Enrollment	Total Enrollments
<b>Note: course lists following cover sheet arranged alphabetically</b>				
<b>Language:</b>				
Maya-Kaqchikel	2	0	0	0
O'Odham	2	4	0	4
Portuguese	19	402	1	403
Spanish	87	9882	162	10044
<b>Total Languages:</b>	<b>110</b>	<b>10288</b>	<b>163</b>	<b>10451</b>
<b>Area Studies - Academic Disciplines:</b>				
African American Studies	7	1367	0	1367
American Indian Studies	6	467	18	485
Anthropology	64	1272	102	1374
Agricultural and Resource Economics	5	16	31	47
Architecture	1	301	0	301
Art Education	1	0	0	0
Art History	9	241	32	273
Arid Lands and Resource Science	2	0	7	7
Atmospheric Sciences	2	303	0	303
Development Practice	5	0	78	78
Ecology	6	84	4	88
Economics	4	235	0	235
English	5	15	0	15
Environmental Sciences	1	0	0	0
eSociety	3	239	0	239
French	1	12	0	12
Film and Television	1	0	0	0
Geography	25	1762	22	1784
Geosciences	3	87	4	91
Gender & Women's Studies	11	498	30	528
Global Change	2	460	17	477
Global Studies	3	111	0	111
History	32	512	22	534
Human Rights Practice	12	0	0	0
Hydrology and Water Resources	2	13	1	14
Information Resources and Library Science	2	0	0	0
Latin American Studies	55	511	65	576
Mexican American Studies	10	551	19	570
Music	9	242	22	264
Political Science	15	824	29	853
Religious Studies	10	725	0	725
Renewable Natural Resource	3	174	3	177
Sociology	6	238	8	246
Spanish - Area Studies	2	534	0	534
<b>Total Academic Disciplines:</b>	<b>325</b>	<b>11794</b>	<b>514</b>	<b>12308</b>
<b>Area Studies - Professional Schools:</b>				
Business <sup>1</sup>	10	472	229	701
Education <sup>2</sup>	20	80	90	170
Journalism	12	164	13	177
Law	16	0	193	193
Public Health <sup>3</sup>	13	295	106	401
<b>Total Professional Schools:</b>	<b>71</b>	<b>1,011</b>	<b>631</b>	<b>1642</b>
<b>Grand Total Area Studie, Prof. Schools &amp; Langs:</b>	<b>506</b>	<b>23,093</b>	<b>1,308</b>	<b>24401</b>
<b>Number of Courses with 100% Latin American Studies Content:</b>	<b>130</b>			

### Appendix 3.

National Resource and Foreign Language and  
Area Studies Fellowship Program 2018

University of Arizona  
Center for Latin American Studies

Dept. Abbrev.	Course No.	Course Title	Cross-listings	Course Level	Instructor	Credit	% LAS content	Terms offered	Enrolled AY 16-17	Being Offered AY 17-18
<b>AFRICANA STUDIES</b>										
AFAS	160A2	<i>African Diaspora: Religion and Culture</i>		U	Wasserman	3	75	F, S	268	Y
AFAS	200	<i>Introduction to Africana Studies</i>		U	Wasserman	3	25	F, S, Sum	673	Y
AFAS	314	Caribbean Literature and Culture		U	Donahue	3	100	F, S, Sum	58	Y
AFAS	342	Writers, Women and the Gods	ENGL/GWS	U	Abana/Sanchez	3	25	F, S, Sum	339	Y
AFAS	345	Caribbean Politics	LAS/POL	U	Wasserman	3	50	F	0	N
AFAS	381	African/Indigenous Religion	RELI	U	Kunnie	3	50	F, S	29	Y
AFAS	423	Topics in Caribbean Culture, Literature and Identity	ENGL	U	Wasserman	3	100	F, S	0	N
		<i>Subtotal Undergraduate</i>							<b>1,367</b>	
		<i>Subtotal Graduate</i>							<b>0</b>	
		<i>Subtotal</i>							<b>1,367</b>	
<b>AMERICAN INDIAN STUDIES</b>										
AIS	160A1	<i>Many Nations of Native America</i>	ENGL	U	Byrn, Colombi	3	25	F, S, Sum	402	Y
AIS	403	Globalization and Indigenous People	POL	U	Blair, Washburn	3	25	S	44	Y
AIS	431A	Traditional Ecological Knowledge	ANTH/GEOG/RN R/ENVS	U	Trosper	3	25	F	21	Y
AIS	503	Globalization and Indigenous People	POL	G	Blair, Washburn	3	25	S	12	Y
AIS	531A	Traditional Ecological Knowledge	ANTH/GEOG/RN R	G	Trosper	3	25	F	6	Y
AIS	646	Ancient and Contemporary Voices	ENGL	G	Fatzinger	3	50	F, S	0	Y
		<i>Subtotal Undergraduate</i>							<b>467</b>	
		<i>Subtotal Graduate</i>							<b>18</b>	
		<i>Subtotal</i>							<b>485</b>	
<b>ANTHROPOLOGY</b>										
ANTH	150A1	<i>Race, Ethnicity and the American Dream</i>		U	Osborne	3	25	F, S	333	Y
ANTH	160A1	<i>World Archaeology</i>		U	Mills	3	25	F, S	301	Y
ANTH	200	Cultural Anthropology		U	Alvarez, Bedwell	3	25	F, S	131	Y
ANTH	202	Applying Anthropology in a Global Context		U	Baro	3	25	S	82	Y
ANTH	203	Caribbean trans. from Cannibals to Reggae		U	Stoffle	3	25	F	0	N
ANTH	204	Cultures, Catastrophe and Climate		U	Pearson	3	25	F, S	0	N
ANTH	301	Conservation and Community		U	Sheridan	3	50	S	0	N
ANTH	307	Ecological Anthropology		U	Eklund, Erickson	3	25	F, S, Sum	0	Y
ANTH	310	Culture and the Individual	SOC	U	Nichter, Eklund	3	25	F	141	N
ANTH	311	Urban Anthropology		U	Shaw	3	25	F	26	N
ANTH	315	World Ethnography		U	Nichter, Hayes, Schoon, Stinnett	3	25	F, S, Sum	0	Y
ANTH	320	Ancient Civilizations		U	Triadan	3	50	F, S	0	Y
ANTH	331	Anthropology and Development	LAS	U	Finan	3	50	S	35	Y
ANTH	334A	Mesoamerican Civilizations: Maya	LAS/MAS	U	MacIellan, Tsukamoto	3	100	F, S, Sum	0	Y
ANTH	346	Clovis to Coronado: Arch of the Southwest	AIS	U	Bellorado, Towner	3	25	F	34	Y
ANTH	347	Native Peoples of the Southwest	AIS	U	Sheridan	3	25	S	43	Y
ANTH	395B	The Anthropology of Food and Water		U	Green	3	75	F, S	0	Y
ANTH	395B	The Anthropology of Food		U	Maribel Alvarez	3	75	F, S	0	Y
ANTH	395B-SA	Special Topics in Cultural Anthropology in Latin America		U	Green	3	100	F, S, Sum	11	Y
ANTH	406	Gender and Social Identity	GWS	U	Sheridan	3	75	F, S	48	Y
ANTH	409	Economic Anthropology	LAS	U	Park	3	25	S	29	Y
ANTH	418	Southwest land and Society	LAS/ARL	U	Adams, Sheridan	3	50	S	0	N
ANTH	421	Ethnology of North America	AIS	U	Stoffle	3	50	F, S	10	Y
ANTH	423	Anthropology of Rural Mexico	LAS/AIS	U	Sheridan	3	100	F, S	0	Y
ANTH	424A	Political Ecology	POL	U	Greenberg	3	25	F, Sum	16	Y
ANTH	438A	Women's Health in Global Perspective	CPH/GWS	U	Armin, Pike, Trainer	3	25	F, S, Sum	0	Y

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Dept. Abbrev.	Course No.	Course Title	Cross-listings	Course Level	Instructor	Credit	% LAS content	Terms offered	Enrolled AY 16-17	Being Offered AY 17-18
ANTH	442A	Field Course in Archaeology		U	Fish, Fish, Pavao-Zuckerman	3	25	S, Sum	0	Y
ANTH	446A	Mapping Ancient Cities		U	Romano	3	25	S	3	Y
ANTH	452R	Archaeology of the Southwest		U	Reid	3	25	F	0	N
ANTH	453A	Mesoamerican Archaeology	LAS/MAS	U	Inomata	3	100	F, S	0	N
ANTH	453B	Mesoamerican Archaeology	LAS/MAS	U	Inomata, Soren	3	100	S, Sum	0	N
ANTH	468	Human Osteology		U	Mcclelland, Watson	4	25	F	0	Y
ANTH	476	Language in Culture	LING	U	Roth-Gordon	3	50	S, Sum	12	N
ANTH	495B	Anthropology of Migration		U	Linda Green	3	100	F	9	Y
ANTH	495B-SA	Special Topics in Cultural Anthropology (Study Abroad)		U	Green	3	100	F	0	Y
ANTH	496F	Ceramic Analysis		U	Mills, Triadan	3	25	S	8	Y
ANTH	496N	Archaeology of Performance		U	Inomata	3	25	F, S	0	N
ANTH	506	Gender and Social Identity		G	Sheridan	3	75	F	6	Y
ANTH	509	Economic Anthropology	LAS	G	Park	3	25	S	0	N
ANTH	511	Anthropology of Religion		G	Silverstein	3	25	F	0	Y
ANTH	518	Southwest land and Society	LAS/ARL/AIS	G	Sheridan	3	50	S	0	N
ANTH	536B	Ethnomedicine		G	Nichter	3	50	S	0	N
ANTH	542A	Field Course in Archaeology		G	Fish, Fish, Pavao-Zuckerman	3	25	S, Sum	0	Y
ANTH	552R	Archaeology of the Southwest		G	Reid	3	25	F	0	N
ANTH	553A	Mesoamerican Archaeology	LAS	G	Inomata	3	100	F	0	N
ANTH	553B	Mesoamerican Archaeology	LAS/MAS	G	Inomata	3	100	S	0	N
ANTH	561	Paleoindian Origins	GEOS	G	Holliday	3	25	F, S	0	N
ANTH	568	Human Osteology		G	Mcclelland	4	25	F	7	Y
ANTH	576	Language in Culture	LING	G	Roth-Gordon	3	50	S, Sum	12	Y
ANTH	595B	Anthropology of Migration		G	Green	3	100	F, S, Sum	7	Y
ANTH	596F	Ceramic Analysis		G	Triadan	3	25	S	4	Y
ANTH	596K	Risk and Society		G	Waterstone	3	25	F	0	N
ANTH	601	Conservation and Community		G	Sheridan	3	25	F	0	N
ANTH	604	Power and Violence in Central America and Mexico	LAS/SOC/MAS	G	Green	3	100	F, S	11	Y
ANTH	609	Mixed Methods in Applied Anthropology		G	Austin, Finan	3	50	F	0	N
ANTH	613	Culture and Power		G	Alonso	3	75	F	0	Y
ANTH	631	Anthropology and Development	LAS/ARL	G	Baro	3	25	S	6	N
ANTH	638	Culture Contact and Colonialism		G	Pavao-Zuckerman	3	25	F	0	Y
ANTH	653	Anthropology and History	HIST	G	Sheridan	3	50	F	5	Y
ANTH	675A	Anthropology and Global Health		G	Nichter	3	25	F, S	0	N
ANTH	696A	Method and Theory in Historical Archaeology		G	Kuhn	3	50	F, S	21	N
ANTH	696B	Cultural Anth: topics LA case studies, literature, and oral histories	ARL/NES	G	Alonso, Alvarez, Williams	1-3	75	F, S	13	Y
ANTH	696B	Cultural Anth: Concepts and Methods in Caribbean Anthropology		G	Woodson	3	100	F	4	N
ANTH	696C	Linguistic Anthropology		G	McFatter	1-3	50	F, S	6	Y
		<i>Subtotal Undergraduate</i>							<b>1,272</b>	
		<i>Subtotal Graduate</i>							<b>102</b>	
		<i>Subtotal</i>							<b>1,374</b>	

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<b>AGRICULTURAL AND RESOURCE ECONOMICS</b>										
AREC	195B	Global Poverty and Hunger		U	Wilson	1	25	F	0	N
AREC	479	Economics of Water Management and Policy	ENV/S/GEOG/HW R/RNR	U	Colby	3	25	S	16	Y
AREC	512	Economic Policy in Developing Countries	ECON/ARL	G	Rahman	3	50	F	23	Y
AREC	516	Microeconomics of Agricultural Development	ECON	G	Wilson	3	50	F	0	N
AREC	575	Economic Evaluation of Water and Environmental Policy	ARL/ECON/GEOG /HWRS/RNR	G	Colby	3	25	F	8	Y
		<i>Subtotal Undergraduate</i>							<b>16</b>	
		<i>Subtotal Graduate</i>							<b>31</b>	
		<i>Subtotal</i>							<b>47</b>	
<b>ARCHITECTURE</b>										
ARC	160D1	Sonora		U	Lotze	3	75	F, S	301	Y
		<i>Subtotal Undergraduate</i>							<b>301</b>	
		<i>Subtotal Graduate</i>							<b>0</b>	
		<i>Subtotal</i>							<b>301</b>	
<b>ART EDUCATION</b>										
ARE	434	Diversity Issues in Art and Visual Culture Education		U	Pinedo, Yoon	3	25	F	0	Y
		<i>Subtotal Undergraduate</i>							<b>0</b>	
		<i>Subtotal Graduate</i>							<b>0</b>	
		<i>Subtotal</i>							<b>0</b>	
<b>ART HISTORY</b>										
ARH	203	Survey of World Art - Non European/American		U	Pinedo, Umberger	3	25	F, S	118	N
ARH	322	Intro to Prehispanic, Hispanic, and Chicano Art	LAS	U	Widdifield	3	100	S	85	Y
ARH	418A	Precolumbian: Aztecs and Incas		U	Pinedo, Umberger	3	100	F, S, Sum	19	N
ARH	423A	The Art of Mexico		U	Widdifield	3	100	F	0	Y
ARH	423B	The Art of Mexico		U	Widdifield	3	100	S	19	N
ARH	518A	Precolumbian: Aztecs and Incas		G	Emily Umberger	3	100	F, S, Sum	5	N
ARH	523A	The Art of Mexico		G	Widdifield	3	100	F	0	Y
ARH	523B	The Art of Mexico		G	Widdifield	3	100	S	13	N
ARH	596M	Issues in Mexican Art		G	Widdifield, Umberger	3	100	F,S	14	N
		<i>Subtotal Undergraduate</i>							<b>241</b>	
		<i>Subtotal Graduate</i>							<b>32</b>	
		<i>Subtotal</i>							<b>273</b>	
<b>ARID LANDS AND RESOURCE SCIENCE</b>										
ARL	565	Physical Aspects of Arid Lands	GEOG	G	Marsh, Molnar, Moore, Quanrud	3	25	F	0	Y
ARL	641	Natural and Human Impacts on Arid Lands		G	Marsh	3	25	F	7	N
		<i>Subtotal Undergraduate</i>							<b>0</b>	
		<i>Subtotal Graduate</i>							<b>7</b>	
		<i>Subtotal</i>							<b>7</b>	
<b>ATMOSPHERIC SCIENCES</b>										
ATMO	336	Weather, Climate and Society		U	Ward	3	25	F, S, Sum	303	Y
ATMO	580	Tropical Meteorology		G	Elizabeth Ritchie	3	50	F	0	N
		<i>Subtotal Undergraduate</i>							<b>303</b>	
		<i>Subtotal Graduate</i>							<b>0</b>	
		<i>Subtotal</i>							<b>303</b>	

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<b>BUSINESS ADMINISTRATION (Business Professional School)</b>										
BNAD	201	Topics and Careers in the Global Environment		U	Vanessa Kramer	3	25	S	32	Y
BNAD	301	Global and Financial Economics and Strategies		U	Sugiyama	3	25	F,S,Sum	191	Y
BNAD	449	International Business Environments		U	Matteucci	3	25	F	56	Y
BNAD	450	Principles of International Business		U	Agarwal	3	25	S	57	Y
BNAD	511	Global Business Perspectives		U	Singh, Arvind	6	25	F	38	Y
BNAD	596C	Global Business Experience		G	Alusa, Carlos	2-3	50	F, S, Sum	64	Y
		<i>Subtotal Undergraduate</i>							<b>336</b>	
		<i>Subtotal Graduate</i>							<b>102</b>	
		<i>Subtotal</i>							<b>438</b>	
<b>COLLEGE OF PUBLIC HEALTH (Professional School)</b>										
CPH	425	Latino Health Disparities		U	Estrada, Antonio	3	50	F,S	47	Y
CPH	433	Global Health		U	Campbell, Dorene	3	25	F, S	248	Y
CPH	525	Latino Health Disparities		G	Estrada, Antonio	3	50	F, S	3	Y
CPH	528	Fundamentals of Global Health & Development		G	Gamber, Heckert	3	25	F	0	Y
CPH	533	Global Health		G	Ehiri	3	50	S	31	Y
CPH	560	International Nutrition	NSC	G	Taren, Douglas	3	25	S	6	Y
CPH	571	International Health and Comparative Systems		G	Vuturo	3	25	F, S, Sum	0	N
CPH	577	Sociocultural and Behavioral Aspects of Public Health		G	Pring, Lauren	3	25	F	47	Y
CPH	597C	Border Health Service Learning Institute		G	Cecilia Rosales	1	100	Sum	19	Y
		<i>Subtotal Undergraduate</i>							<b>295</b>	
		<i>Subtotal Graduate</i>							<b>106</b>	
		<i>Subtotal</i>							<b>401</b>	
<b>DEVELOPMENT PRACTICE</b>										
DVP	600	Foundations of Development		G	Timothy Finan	1	25	F	16	Y
DVP	601	Prncpls of Soc Sci for Dvlpm: Themes, Theories, and Strategies		G	Bishop, Doshi	3	25	F	19	Y
DVP	602	Culture in Sustainable Development		G	Sapana Doshi	3	25	F	8	Y
DVP	640	Methods in Development Practice		G	Timothy Finan	3	25	F	19	
DVP	641	Global Classroom: Integrated Approaches to Dvlpm Practice		G	Stephanie Buechler	3	25	F	16	Y
		<i>Subtotal Undergraduate</i>							<b>0</b>	
		<i>Subtotal Graduate</i>							<b>78</b>	
		<i>Subtotal</i>							<b>78</b>	
<b>ECOLOGY</b>										
ECOL	230	Natural History of the Southwest	ENTO	U	Judith Becerra	3	25	S	36	Y
ECOL	450	Marine Discovery - Sea of Cortez		U	Mangin	4	100	F	25	Y
ECOL	482	Ichthyology - Gulf of California and Arizona	WFSC	U	Rienthal	4	50	F	23	Y
ECOL	564	Sonoran Desert Discovery	RNR	G	Bonine, Evans	3	100	Sum	0	Y
ECOL	582	Ichthyology - Gulf of California and Arizona	WFSC	G	Rienthal	4	100	F	2	Y
ECOL	5960-SA	Galapagos Marine Ecology		G	Mangin	3	100	Sum	2	Y
		<i>Subtotal Undergraduate</i>							<b>84</b>	
		<i>Subtotal Graduate</i>							<b>4</b>	
		<i>Subtotal</i>							<b>88</b>	
<b>ECONOMICS</b>										
ECON	340	International Economics and Policy		U	Acchiardo	3	25	F,S	201	Y
ECON	342	Economics of Latin America		U	Duran	3	100	F, S, Sum	0	N
ECON	371	Economic Development		U	Hollingsworth, Liu	3	25	S	0	Y
ECON	443	International Trade Theory		U	Drabicki	3	25	F	34	Y
		<i>Subtotal Undergraduate</i>							<b>235</b>	
		<i>Subtotal Graduate</i>							<b>0</b>	
		<i>Subtotal</i>							<b>235</b>	

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<b>EDUCATIONAL LEADERSHIP (Education Professional School)</b>										
EDL	200	A Global Perspection on Schooling		U	John Taylor	3	25	F, S	67	Y
		Subtotal Undergraduate							67	
		Subtotal Graduate							0	
		Subtotal							67	
<b>ENGLISH</b>										
ENGL	248A	Introduction to Folklore	AIS/ANTH	U	Alvarez, Babcock	3	75	F	0	N
ENGL	424	Studies in Southwest Literature	AIS	U	Evers	3	25	F, S	15	Y
ENGL	449	Folklore	AIS/ENGL	U	Alvarez, Babcock	3	50	F, S	0	N
ENGL	549A	Folklore	ANTH/AIS	G	Babcock	3	25	F	0	N
ENGL	596B	Studies in Colonial and Post-Colonial Literature and Theory		G	Gerald Monsman	3	25	F, S	0	N
		Subtotal Undergraduate							15	
		Subtotal Graduate							0	
		Subtotal							15	
<b>ENVIRONMENTAL SCIENCE</b>										
ENVS	396A	Topics of Conservation Biology in Developing Countries		U	Hans Herrmann, Thomas Wilson	1	100	F	0	Y
		Subtotal Undergraduate							0	
		Subtotal Graduate							0	
		Subtotal							0	
<b>ESociety</b>										
ESOC	300	Digital Storytelling and Culture		U	Jamie Ann Lee	3	25	F, S	161	Y
ESOC	314	Theories of New Media		U	Rushbrook	3	25	S	40	Y
ESOC	313	Digital Discourse and Identity		U	Daly, Brooks	3	25	F, S, Sum	38	Y
		Subtotal Undergraduate							239	
		Subtotal Graduate							0	
		Subtotal							239	
<b>FAMILY AND COMMUNITY MEDICINE (Public Health Professional School)</b>										
FCM	596A	International Health: Clinical and Community Care	CPH	G	Pust	3-4	25	Sum	0	Y
FCM	850F	Family Medicine, Border Health Care		G	Staff	1-4	100	F, S	0	Y
FCM	891Q	Phoenix Global Health Elective	PED	G	Staff	1-10	25	S	0	Y
FCM	891R	Phoenix Global Health - Preparing for the International Experience	PED	G	Staff	1-10	25	S	0	Y
		Subtotal Undergraduate							0	
		Subtotal Graduate							0	
		Subtotal							0	
<b>FINANCE (Business Professional School)</b>										
FIN	414	International Finance		U	Singh	3	25	F, S	63	Y
		Subtotal Undergraduate							63	
		Subtotal Graduate							0	
		Subtotal							63	
<b>FRENCH</b>										
FREN	374	The Politics of Protest in Africa and the Diaspora	AFAS	U	Phyllis Taoua	3	25	S	12	Y
		Subtotal Undergraduate							12	
		Subtotal Graduate							0	
		Subtotal							12	
<b>FILM AND TELEVISION</b>										
FTV	356	World Cinemas		U	Staff	3	25	F, S, Sum	0	Y
		Subtotal Undergraduate							0	
		Subtotal Graduate							0	
		Subtotal							0	

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<b>GEOGRAPHY</b>										
GEORG	150B1	Human Geography and Global Systems		U	Rushbrook, Mitschneck	3	25	F, S	559	Y
GEORG	150C1	Environment and Society		U	Decker, Osborne	3	25	F, S, Sum	319	Y
GEORG	210	The Political & Cultural Geography of Globalization		U	Myadar	3	25	F, S, Sum	84	Y
GEORG	250	Environment and Society in the Southwest Borderlands		U	Banister	3	75	S	62	Y
GEORG	251	World Regions: Comparative & Global Persp.	LAS/NES	U	Del Casino, Wilson	3	25	F,S,Sum	139	Y
GEORG	304	Water, Environment, and Society		U	Boyce, Sugg	3	25	F, S	93	Y
GEORG	305	Economic Geography		U	Bailey	3	25	F,S	138	Y
GEORG	311A	Geography of Mexico		U	Gay-Antaki	3	100	S	26	Y
GEORG	311B	Geography of Central American and the Caribbean		U	Oglesby	3	100	F, S, Sum	21	Y
GEORG	312	Native American Geography		U	Mccormack	3	25	F, S, Sum	0	Y
GEORG	362	Environment and Development		U	Osborne	3	25	S	0	Y
GEORG	367	Population Geography	SOC	U	Rushbrook, Soto	3	25	F, S, Sum	136	Y
GEORG	370	Geography of International Development		U	Doshi, Oglesby, Wilder	3	50	S	0	Y
GEORG	370-SA	Geography of International Development (Study Abroad)		U	Bishop	3	50	Sum	5	Y
GEORG	373	Political Geography	POL	U	Myadar	3	25	F, S	59	Y
GEORG	378	Global Human Rights	HIST	U	Oglesby	3	50	S	24	Y
GEORG	408	Arizona and the Southwest		U	Banister	3	50	F	47	N
GEORG	444	Entrepreneurial Innovation for Sustainable International Dvlpmnt		U	Wayne Decker	3	25	F	13	Y
GEORG	461	Environment and Resource Geography	LAS/HWR/PLG	U	Waterstone	3	50	S	0	N
GEORG	461-SA	Environment and Resource Geography		U	Linda Green	3	100	S	0	Y
GEORG	468	Water and Sustainability		U	Bauer	3	25	F, S	37	Y
GEORG	544	Entrepreneurial Innovation for Sustainable International Dvlpmnt		G	Wayne Decker	3	25	F, S	2	Y
GEORG	547	Global and Regional Climatology	GEOS	G	Hirschboeck	3	25	S	0	Y
GEORG	568	Water and Sustainability		G	Bauer	3	25	F, S	1	Y
GEORG	696B	Cultural Geography		G	GEOG Affiliates	3	25	F,S	19	Y
		Subtotal Undergraduate							1,762	
		Subtotal Graduate							22	
		Subtotal							1,784	
<b>GEOSCIENCES</b>										
GEOS	220	Environmental History of the Southwest		U	Chase, Sheppard	3	25	F, S	56	Y
GEOS	478	Global Change	ECOL/GEOG/HW R/RNR	U	Cole, Saleska	3	25	F	31	Y
GEOS	578	Global Change	ECOL/GEOG/HW R/RNR	G	Cole, Saleska	3	25	F	4	Y
		Subtotal Undergraduate							87	
		Subtotal Graduate							4	
		Subtotal							91	
<b>GENDER AND WOMEN'S STUDIES</b>										
GWS	150B2	Sex, Health and AIDS		U	Simmons	3	25	F, S, Sum	226	Y
GWS	201	Introduction to Chicana/Latina Studies	MAS	U	Francisco Galarte	3	25	F, S	0	Y
GWS	240	Gender in Transnational World		U	Luibheid	3	25	F, S	146	Y
GWS	305	Feminist Theories		U	Luibheid	3	25	F, S	54	Y
GWS	307	Chicana Feminisms: History, Theory and Practice	MAS	U	Galarte, Soto	3	25	F, S	17	Y
GWS	312	Latina/o Popular Culture		U	Juan Ochoa	3	50	S	14	Y
GWS	325	Gender, Sexuality & International Migration		U	Luibheid	3	50	S	28	Y
GWS	372	Geography and Gender	GEOG	U	Doshi	3	25	S	13	Y
GWS	539A	Feminist Movement Theories		G	Joseph	3	25	F	15	Y
GWS	539B	Feminist Movement Theories		G	Stryker	3	25	S	10	Y

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GWS	696M	Gender, Sexuality, and International Migration	ANTH/ENGL/HIST/PORT/SPAN	G	Luibheid	3	50	S	5	N
		<i>Subtotal Undergraduate</i>							498	
		<i>Subtotal Graduate</i>							30	
		<i>Subtotal</i>							528	
<b>GLOBAL CHANGE</b>										
GC	170A1	<i>Introduction to Global Change</i>		U	Bigio, Hirschboeck, Leavitt, Trouet	3	25	F, S	460	Y
GC	597A	Global Change Workshop	ANTH	G	Liverman	3	25	S	17	Y
		<i>Subtotal Undergraduate</i>							460	
		<i>Subtotal Graduate</i>							17	
		<i>Subtotal</i>							477	
<b>GLOBAL STUDIES (Formerly International Studies)</b>										
GLS	250	Dimensions of Globalization		U	Naomi Caffee	3	25	F, S	111	Y
GLS	396A	Proseminar in International Studies		U	Decker	1	25	F, S, Sum	0	Y
GLS	396H	Honors proseminar in International Studies		U	Decker	1	25	F, S	0	Y
		<i>Subtotal Undergraduate</i>							111	
		<i>Subtotal Graduate</i>							0	
		<i>Subtotal</i>							111	
<b>HIGHER EDUCATION (Education Professional School)</b>										
HED	696C	Topics in HED: Theories of Inequality, Oppression, and Stratification		G	Nolan Cabrera	3	25	F	13	Y
		<i>Subtotal Undergraduate</i>							0	
		<i>Subtotal Graduate</i>							13	
		<i>Subtotal</i>							13	
<b>HISTORY</b>										
HIST	150C2	<i>Modern Latin America</i>		U	Beezley	3	100	S	55	Y
HIST	150C4	<i>World History, 1600 - 2000</i>		U	Gallien	3	25	F, S	155	Y
HIST	150C5	<i>Comparative History of North America</i>		U	Brescia	3	25	F, S	0	Y
HIST	160A1	<i>Colonial Latin America</i>		U	Gosner	3	100	Sum	101	Y
HIST	311	<i>History of Epidemics</i>		U	Few	3	25	S	25	Y
HIST	343	History of the Mexican American	MAS	U	Garcia	3	50	F, S, Sum	26	Y
HIST	352	Slavery in Latin America	LAS	U	Barickman	3	100	F	6	N
HIST	356	Global Environmental History		U	Douglas Weiner	3	25	F, S	37	Y
HIST	361	US-Mexico Border Region	LAS/MAS	U	Martinez	3	100	F	0	Y
HIST	368	Colonial Mexico	LAS/MAS	U	Coronado Guel	3	100	F	14	Y
HIST	369	Mexico Since Its Independence	LAS/MAS	U	Martinez	3	100	S	13	Y
HIST	400A	Colony to Nation to 21st Century: Politics and Culture in Chilean Hist.	LAS	U	Pieper	3	100	F	7	N
HIST	431	Colonial North America		U	Benjamin Irvin	3	50	F, Sum	0	N
HIST	446	History of Arizona and the Southwest		U	Staff	3	25	F, S	0	Y
HIST	448	Latin Image in American Film		U	Garcia	3	25	F, S	0	N
HIST	450	History of American Foreign Relations since 1914		U	Gibbs	3	25	F, S	24	Y
HIST	465D	History of Spain: Contemporary Spainin, 1868 to the Present	SPAN	U	Ortiz	3	25	F, S	0	N
HIST	465Z	History of Central America	LAS	U	Few	3	100	S	0	Y
HIST	467	Contemporary Latin America	LAS	U	Barickman, Gallien	3	100	F	2	Y
HIST	469	Gender and Sexuality in Latin American History	LAS	U	Pieper-Mooney	3	100	S	0	Y
HIST	477	Comparative History of World Revolutions	LAS/POL	U	Ortiz	3	50	F	21	N
HIST	495G	Topics in Latin American History	LAS	U	Martinez, Morrissey	3	100	F, S	18	N

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HIST	495G-SA	Topics in Latin American History	LAS	U	Green, Rushbrook	3	100	F, S	8	Y
HIST	500A	Colony to Nation to 21st Century: Politics and Culture in Chilean Hist.	LAS	G	Pieper-Mooney	3	100	F	2	Y
HIST	550	American Foreign Relations Since 1914		G	Gibbs	3	25	S	0	N
HIST	561	The Spanish Conquest		G	Gosner	3	100	S	0	N
HIST	565Z	History of Central America	LAS	G	Few	3	100	F	0	Y
HIST	567	Contemporary Latin America	LAS	G	Barickman	3	100	S	4	Y
HIST	569	History of Women in Latin America	LAS	G	Pieper, Gosner	3	100	F	0	Y
HIST	695B	Advanced Studies in Latin American History	LAS	G	Beezley, Few	3	100	F,S	16	Y
HIST	695I	World History		G	Weiner, Gosner	3	25	S	0	Y
HIST	696J	Latin America: Modern Period	LAS	G	Few, Beezley	3	100	F,S	0	Y
		<i>Subtotal Undergraduate</i>							<b>512</b>	
		<i>Subtotal Graduate</i>							<b>22</b>	
		<i>Subtotal</i>							<b>534</b>	
<b>HUMAN RIGHTS PRACTICE</b>										
HRTS	500	Advancing Human Rights		G	Simmons	3	25	F, S	0	Y
HRTS	501	Advancing Human Rights Organizations		G	Hammer	3	25	F, S	0	Y
HRTS	502	Advancing Human Rights Organizations II		G	Hammer	3	25	F, S	0	Y
HRTS	510	Advancing Human Rights Law		G	Seanna Howard	3	25	F, S	0	Y
HRTS	511	Advancing Human Rights Law II		G	Seanna Howard	3	25	F, S	0	Y
HRTS	520	Community-Based Participatory Action Research for Human Rights		G	Simmons	3	25	F, S	0	Y
HRTS	522	Community Project in Human Rights		G	Staff	3	25	F, S	0	Y
HRTS	531	Human Rights Emergencies and Crises		G	Staff	1	25	F, S	0	Y
HRTS	532	Current/Cutting Edge Issues in Human Rights Practice		G	Staff	3	25	F, S	0	Y
HRTS	533	Human Rights Across Contexts		G	Staff	1-3	25	F, S	0	Y
HRTS	541	Advancing Human Rights through the Arts		G	Staff	3	25	F, S	0	Y
HRTS	542	Advancing Human Rights with Technology		G	Staff	3	25	F, S	0	Y
		<i>Subtotal Undergraduate</i>							<b>0</b>	
		<i>Subtotal Graduate</i>							<b>0</b>	
		<i>Subtotal</i>							<b>0</b>	
<b>HYDROLOGY AND WATER RESOURCES</b>										
HWRS	460	Watershed Hydrology	WSM	U	Erika Gallo	3	25	F	13	Y
HWRS	560	Watershed Hydrology	WSM	G	Erika Gallo	3	25	F	1	Y
		<i>Subtotal Undergraduate</i>							<b>13</b>	
		<i>Subtotal Graduate</i>							<b>1</b>	
		<i>Subtotal</i>							<b>14</b>	
<b>INFORMATION RESOURCES AND LIBRARY SCIENCE</b>										
IRLS	441	Children's Literature in Spanish		U	Claudia Cruz Armenta	3	50	F	0	Y
IRLS	550	Info. Envrnmnts from Hispanic and Native Am Perspectives		G	Patricia Overall	3	25	F	0	Y
		<i>Subtotal Undergraduate</i>							<b>0</b>	
		<i>Subtotal Graduate</i>							<b>0</b>	
		<i>Subtotal</i>							<b>0</b>	
<b>JOURNALISM (Professional School)</b>										
JOUR	439	Ethics and Diversity in the News		U	Lumsden	3	25	F, S	58	Y
JOUR	473	Reporting in the U.S.-Mexico Borderlands	LAS	U	Button, de Bustamante	3	50	F, S, Sum	10	Y
JOUR	490B	El Independiente	LAS	U	Zanger	3	25	F, S	0	Y
JOUR	490F	Arizona-Sonora News		U	Wimmer	3	50	F, S	72	Y
JOUR	496F	Media Coverage and International Crises		U	Zanger	3	25	F, S	9	Y
JOUR	496L	U.S. Press and Latin America		U	DeBustamante	3	100	F, S	0	Y
JOUR	497C	Coups and Earthquakes: Reporting the World		U	Rosenblum	2	50	F, S	15	Y
JOUR	573	Reporting in the U.S.-Mexico Borderlands	LAS	G	DeBustamante	3	50	F, S, Sum	7	Y
JOUR	590B	El Independiente	LAS	G	Zanger	3	25	F, S	0	Y

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JOUR	596D	Journalism Seminar: International Opinion Writing		G	Weisman	3	50	S	0	N
JOUR	596L	U.S. Press and Latin America		G	DeBustamante	3	100	F, S	0	Y
JOUR	597C	Coups and Earthquakes: Reporting the World		G	Rosenblum	2	50	F, S	6	Y
		<i>Subtotal Undergraduate</i>							<b>164</b>	
		<i>Subtotal Graduate</i>							<b>13</b>	
		<i>Subtotal</i>							<b>177</b>	
<b>LATIN AMERICAN STUDIES</b>										
LAS	150B1	<i>Modern Latin America: Race, Rights and Revolutions</i>		U	Bacelar da Silva	3	100	F, S	234	Y
LAS	150B2	<i>Understanding Mexico Today</i>		U	Wilder	3	100	F, S	0	N
LAS	195A	The U.S. -Mexico Border: From Separation to Integration in a Globalizing World		U	Deeds	1	100	F, S, Sum	22	Y
LAS	230	<b>Latin America: Food and Culture</b>		U	Bacelar da Silva	3	100	F,S	0	Y
LAS	280	Brazilian Identity	ANTH/SPAN/POR T	U	Bacelar da Silva	3	100	F, S	20	Y
LAS	312	<b>U.S.-Latin American Relations</b>	PA/POL	U	Brewer-Orsorio	3	100	F, S	0	N
LAS	348	Drug Wars and Oil Fortunes in Latin America	ANTH/POL	U	Vasquez	3	100	S	66	Y
LAS	354	Drugs and Violence in Mexico	POL	U	Deeds	3	100	F, S	29	Y
LAS	355	The Politics of Latin America from an Interdisciplinary Perspective	POL	U	Cyr	3	100	F, S	0	N
LAS	356	<b>Indigenous Resistance in Latin America: Democracy from Below</b>	PA/POL	U	Brewer-Orsorio	3	100	F, S	0	N
LAS	363	<b>#BlackLivesMatter Across the Americas</b>		U	Bacelar da Silva	3	100	F, S, Sum	14	Y
LAS	364	Development in 20th Century Latin America	POL	U	Bianchi	3	100	F, S	24	Y
LAS	365	Human Rights, Immigration Enforcement and the U.S. Mexico Border	GEOG	U	Wilder	3	100	F, S	29	Y
LAS	367	Human Rights in Latin America		U	Oglesby	3	100	F, S, Sum	29	Y
LAS	395A	LA S Field Colloquium: Arizona-Sonora Border		U	Deeds	1-3	100	F, S	0	Y
LAS	399	Independent Study		U	LAS Core Fac.	1-3	100	F, S, Sum	5	Y
LAS	399H	Honors Independent Study		U	LAS Core Fac.	1-3	100	F, S, Sum	2	Y
LAS	399SA	Independent Study - Study Abroad		U	LAS Core Fac.	1-3	100	F, S, Sum	0	Y
LAS	405	<b>Sabores de Mexico: From Farm to Table</b>	FOOD	U	Vasquez, Deeds	3	100	S	0	N
LAS	460	<b>Women in Latin America through Novels and Films</b>		U	Vasquez	3	100	S	0	N
LAS	462	Special topics in Contemporary Latin America		U	Staff	2-3	100	F, S	0	Y
LAS	462-SA	Special topics in Contemporary Latin America Study Abroad		U	Staff	2-3	100	F, S, Sum	0	Y
LAS	480	Power, Politics and Deforestation in the Brazilian Amazon	GEOG	U	LAS Core Fac.	3	100	S	0	Y
LAS	491	Preceptorship		U	LAS Core Fac.	1-3	100	F, S, Sum	0	Y
LAS	493	Internship		U	Deeds	1-6	100	F,S,Sum	9	Y
LAS	493L	Legislative Internship		U	Deeds	1-12	100	F,S,Sum	0	Y
LAS	493SA	Internship - Study Abroad		U	Deeds	1-6	100	F,S,Sum	8	Y
LAS	495E	Latin American Political Economy and Development		U	Gantz	3	100	S	0	N
LAS	495F	Colloquium in Latin American Studies		U	LAS Core Fac.	1-3	100	F, S	0	Y
LAS	495F-SA	Colloquium in Latin American Studies- Study Abroad		U	LAS Core Fac.	1-3	100	F, S	0	Y
LAS	498	Senior Capstone		U	LAS Core Fac.	3	100	S	11	Y
LAS	498H	Honors thesis		U	LAS Core Fac.	3	100	F,S,	2	Y
LAS	499	Independent Study		U	LAS Core Fac.	1-4	100	F, S, Sum	6	Y
LAS	499-SA	Independent Study - Study Abroad		U	LAS Core Fac.	1-4	100	F, S, Sum	0	Y
LAS	499H	Honors Independent Study		U	LAS Core Fac.	3	100	F, S, Sum	0	Y
LAS	499H-SA	Honors Independent Study - Study Abroad		U	Lee	3	100	F, S, Sum	1	Y
LAS	500	Introduction to Latin American Studies		G	Oglesby	3	100	F	13	Y
LAS	505	<b>Sabores de Mexico: From Farm to Table</b>	FOOD	G	Vasquez, Deeds	3	100	F	0	N
LAS	545	Democratization in Latin America	POL	G	Cyr	3	100	F, S	0	Y
LAS	550	Qualitative Research Methods for Latin America		G	Da Silva, Vasquez	3	100	S	12	Y
LAS	560	<b>Women in Latin America through Novels and Films</b>		G	Vasquez	3	100	S	0	N
LAS	562	Special topics in Contemporary Latin America		G	Staff	2-3	100	F, S	0	Y
LAS	580	Power, Politics and Deforestation in the Brazilian Amazon	GEOG	G	LAS Core Fac.	3	100	S	0	Y
LAS	593	Internship		G	Deeds	1-6	100	F,S,Sum	4	Y

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LAS	595E	Latin American Political Economy and Development	Law	G	Gantz	3	100	S	0	Y
LAS	595F	Colloquium in Latin American Studies		G	LAS Core Fac.	1-3	100	F, S	0	Y
LAS	595N	Environment and Conflict in Latin America	ANTH	G	Vasquez	3	100	F, S	11	Y
LAS	596A	Latin American Studies Research Seminar		G	LAS Core Fac.	3	100	F	0	Y
LAS	596B	The Caribbean: Cultural, Historical and Ecological Processes	ANTH	G	Stoffle	3	100	F, S	9	Y
LAS	599	Independent Study		G	LAS Core Fac.	3	100	F, S	1	Y
LAS	693	Internship		G	Deeds	1-6	100	F, S, Sum	1	Y
LAS	696K	Development in the Latin American Experience	GEOG	G	Oglesby	3	100	S	0	N
LAS	699	Independent Study		G	LAS Core Fac.	1-4	100	F, S, Sum	0	Y
LAS	900	Research		G	LAS Core Fac.	2-4	100	F, S, Sum	16	Y
LAS	910	Thesis		G	LAS Core Fac.	1-6	100	F, S, Sum	11	Y
		<i>Subtotal Undergraduate</i>							<b>511</b>	
		<i>Subtotal Graduate</i>							<b>65</b>	
		<i>Subtotal</i>							<b>576</b>	
<b>LAW (Professional School)</b>										
LAW	570A	Indigenous Economic Theory	AIS	G	Trosper	1	50	Sum	0	Y
LAW	579A	Indigenous Peoples in the Inter-American Human Rights System	AIS	G	Williams	1	50	Sum	0	Y
LAW	620	Immigration Law		G	Silverman	3	50	S	21	Y
LAW	634B	Latin American Company Law		G	Staff	1-3	100	S	0	Y
LAW	656G	Comparative Law on Indigenous Peoples		G	Hopkins	3	50	S	8	Y
LAW	659	International Human Rights	LAS	G	Anaya, Obiora, Alvarado	2-3	50	F	21	Y
LAW	666	NAFTA and regional trade agreements	LAS	G	Gantz	2-3	100	F, S	8	Y
LAW	670	Public International Law	LAS	G	Obiora	3	25	F, S	7	Y
LAW	686	International Law Journal		G	Sergio Puig	1-3	25	F, S	73	Y
LAW	696D	Indigenous Peoples Law Clinic	AIS	G	Hershey-Lear	2-6	25	F, S, Sum	21	Y
LAW	696I	International Environmental Law		G	Calderon	2-3	25	F	15	N
LAW	696K	Refugee Law and Policy		G	Marcus	2-3	25	S	0	Y
LAW	696L	International Trade Law	LAS	G	Calderon, Puig	3	50	F, S	20	Y
LAW	696S	Issues in Immigration Policy		G	Nina Rabin	2	100	F	0	Y
LAW	697B	Globalization and the preservation of culture	AIS	G	Hershey-Lear	3	50	F, S	0	Y
LAW	697P	Comparative Commercial Law		G	Calderon	3	50	F, S	20	N
		<i>Subtotal Undergraduate</i>							<b>0</b>	
		<i>Subtotal Graduate</i>							<b>193</b>	
		<i>Subtotal</i>							<b>193</b>	
<b>LANGUAGE, READING AND CLUTURE (Education Professional School)</b>										
LRC	204	Language, Culture, and Race in Education		U	Gray, Jaime-Diaz, Stevens	3	25	S	56	Y
LRC	304	Language, Culture, Race and Identity in Education		U	Cota, Jaime-Diaz, Ruiz, Stevens	3	25	S	28	Y
LRC	410	Foundations of Language Minority Education		U	Diaz, Fierro, Jones, Lewis, Ruiz	3	25	F, S, Sum	78	Y
LRC	412	Educating Culturally Diverse Students in a Pluralistic Society		U	Dworin, Jones, Ruiz	3	50	F, S	14	Y
LRC	414	Reading and Writing In Bilingual and Second Language Settings	SLAT	U	Rubinstein-Avila, Lucero, Saathoff	3	25	S	35	Y
LRC	428	Bilingual Curriculum Development		U	Combs, Evans, Iriqui	3	25	F, S	35	N
LRC	504	Language and Culture in Education		G	Sheilah Nicholas	3	25	F, S, Sum	18	Y
LRC	508	The Mexican-American: A Cultural Perspective	ANTH/LAS/MAS	G	Lydia Otero	3	25	F	2	Y
LRC	510	Foundations of Language Minority Education		G	Jesus Acosta	3	25	F, S, Sum	4	Y
LRC	512	Educating Culturally Diverse Students in a Pluralistic Society		G	Dworin, Jones	3	50	F, S	0	Y

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LRC	514	Reading and Writing In Bilingual and Second Language Settings	SLAT	G	Ana Iddings	3	25	S	0	Y
LRC	535	Content Area Literacy in a Multicultural School		G	Bacon, Leckie	3	25	F,S,Sum	0	Y
LRC	595A	Language, Reading, and Culture: "Cultivating Native Well-Being"		G	Brochin, Combs	3	25	F,S	21	Y
LRC	613	Methods of Teaching English to Speakers of Other Languages	ENGL/SLAT	G	Panferov	3	25	F	0	Y
LRC	640	Multicultural Education and Social Justice		G	Jeremy Garcia	3	25	F	18	Y
LRC	641	Immigration and Education		G	Moll	3	50	S	0	Y
LRC	696A	Language, Reading and Culture: "International Indigenous Education"		G	Nicholas, Wyman	3	50	F, S	17	Y
LRC	796A	Research & Eval. in Lang., Reading, and Culture		G	David Yadin	1-3	25	F,S	10	Y
		<i>Subtotal Undergraduate</i>							0	
		<i>Subtotal Graduate</i>							90	
		<i>Subtotal</i>							90	
<b>MEXICAN AMERICAN STUDIES</b>										
MAS	150B2	Introduction to Social Justice		U	Julio Cammarota	3	50	F, S	144	Y
MAS	150C1	Popular Culture/Media & Latina/o Identity		U	Broyles, Carillo, Telles, Rodriguez	3	50	F,S	221	Y
	317	Latin American Immigration	LAS	U	Ana Oleary	3	50	F, S	18	Y
MAS	319	Mexican American Culture	LAS	U	Patrisia Gonzales, Maria Telles	3	25	F	90	Y
MAS	365	Latinos and Latinas: Emerging Issues			Sergio Carillo	3	50	F	48	Y
MAS	425	Latino Health Disparities		U	Estrada, Antonio	3	75	S	6	Y
MAS	435	Mexican Traditional Medicine: Overview of Indigenous Curing Cultures	AIS/LAS	U	Patrisia Gonzales	3	100	F, S, Sum	24	Y
MAS	509	Mexican Immigration		G	Oleary	3	100	F	9	Y
MAS	525	Latino Health Disparities		G	Estrada, Antonio	3	50	F	3	Y
MAS	535	Mexican Traditional Medicine: Overview of Indigenous Curing Cultures	AIS/LAS	G	Patrisia Gonzales	3	100	F, S, Sum	7	Y
		<i>Subtotal Undergraduate</i>							551	
		<i>Subtotal Graduate</i>							19	
		<i>Subtotal</i>							570	
<b>MANAGEMENT AND ORGANIZATION (Business Professional School)</b>										
MGMT	435	International Management	ENTR	U	Paul Melendez	3	25	F, S, Sum	73	Y
MGMT	488	Social Entrepreneurship		U	Lisa Hopper	3	25	F, S	35	Y
MGMT	535	International Management	PA/ENTR	G	Paul Melendez	3	25	F, S, Sum	92	Y
		<i>Subtotal Undergraduate</i>							73	
		<i>Subtotal Graduate</i>							127	
		<i>Subtotal</i>							200	
<b>MUSIC</b>										
MUS	108	Survey of Music, Meaning and Culture		U	Jennifer Post	3	25	F, S	0	Y
MUS	200T	Mariachi Arizona		U	Gilbert Velez	1	50	F, S	10	Y
MUS	334	Music in World Cultures		U	Jennifer Post	3	25	F, S, Sum	180	Y
MUS	337	Survey of Mexican Folk Music	LAS, MUS	U	Dawn Corso	3	100	F, S, Sum	44	Y
MUS	400T	Mariachi Arizona		U	Gilbert Velez	1	50	F, S	3	Y
MUS	468	Studies in Latin American Music	LAS	U	Dawn Corso	3	100	F	5	Y
MUS	500T	Mariachi Arizona		G	Gilbert Velez	1	50	F, S	1	Y
MUS	568	Studies in Latin American Music	LAS	G	Dawn Corso	3	100	F	10	Y
MUS	696F	Ethnomusicology		G	Jennifer Post	3	25	S	11	Y
		<i>Subtotal Undergraduate</i>							242	
		<i>Subtotal Graduate</i>							22	
		<i>Subtotal</i>							264	
<b>POLITICAL SCIENCE</b>										
POL	202	International Relations		U	Bryan Cortez	3	25	F, S	509	Y
POL	204	Comparative Politics: Age of Globalization		U	Ryan Hautzing	3	25	F, S	259	Y
POL	236	Globalization and Security		U	John Tidd	3	25	F, S	0	Y
POL	347	Politics of Latin America	LAS	U	Cyr, Bianchi	3	100	F, S	45	Y
POL	447	Latin American Political Development	LAS	U	Cyr	3	100	S	0	N

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POL	454	Theories of International Relations		U	Tomas Volgy	3	25	F	11	Y
POL	521A	Transnational Organized Crime and National Security		G	Staff	3	25	F, S	10	N
POL	528A	Democracy and Peace		G	Hauser	3	25	F, S	0	Y
POL	540A	Global Political Economy		G	Hauser	3	25	F, S	22	Y
POL	558A	Politics in the Digital Age		G	Staff	3	25	F, S	0	Y
POL	561A	Climate Change: Science, Policy, and Security		G	Staff	3	25	F, S	0	Y
POL	562A	Natural Resources and International Security in Latin America		G	Matias Bianchi	3	100	F, S, Sum	20	Y
POL	580A	Mexican National Security		G	Bianchi	3	100	F, S	9	N
POL	595I	Environmental Activism in Latin America	LAS	G	Staff	3	100	S	0	N
POL	599	Mexican Security Workshop		G	Staff	3	100	F, S	0	N
		<i>Subtotal Undergraduate</i>							<b>824</b>	
		<i>Subtotal Graduate</i>							<b>29</b>	
		<i>Subtotal</i>							<b>853</b>	
<b>RELIGIOUS STUDIES</b>										
RELI	160D2	Comparative Religions		U	Konden Smith	3	25	F, S	434	Y
RELI	160D3	Love in World Religions		U	Nava	3	25	F, S	127	Y
RELI	211	Life After Death in World Religions and Philosophies		U	Karen Borek	3	25	F, S	0	N
RELI	212	Introduction to American Indian Religious Traditions		U	Andrea McComb	3	25	F	0	N
RELI	250	Religion and Culture in the Southwest		U	Andrea McComb	3	25	F, S	65	Y
RELI	315	Globalization, Indigenous Peoples, Ecocide, and Imprisonment		U	Kunnie	3	25	F	0	N
RELI	335	Rap, Culture and God		U	Nava	3	25	F, S, Sum	92	Y
RELI	381	African and Indigenous Religion		U	Kunnie	3	25	F, S	7	Y
RELI	412	Religion and Literature in Latin America		U	Nava	3	100	F, S	0	Y
RELI	512	Religion and Literature in Latin America		G	Nava	3	100	F, S	0	Y
		<i>Subtotal Undergraduate</i>							<b>725</b>	
		<i>Subtotal Graduate</i>							<b>0</b>	
		<i>Subtotal</i>							<b>725</b>	
<b>RENEWABLE NATURAL RESOURCES</b>										
RNR	101	Global Sustainability and Natural Resources		U	Espinosa, Marsh, Moore	3	25	F	6	Y
RNR	150C1	Sustainable Earth		U	Espinosa, Marsh, Moore	3	25	F, S	169	Y
RNR	582	Managing to Collaborate on Environmental and Natural Resources Conflicts	PA/PLG	G	Emerson	3	25	F, S	3	Y
		<i>Subtotal Undergraduate</i>							<b>174</b>	
		<i>Subtotal Graduate</i>							<b>3</b>	
		<i>Subtotal</i>							<b>177</b>	
<b>SOCIOLOGY</b>										
SOC	313	Social Movements and Activism		U	Odabas	3	25	F	73	Y
SOC	365	Cultural Studies of Sports		U	Martin, Weyers	3	25	F, S	133	Y
SOC	384	Latin America, Globalization and Development	LAS/ANTH	U	Schwartzman	3	100	F, S	8	Y
SOC	450	Social Inequality	ANTH	U	Bjorklund, O'brien	3	25	F, S	0	Y
SOC	467	Race and Ethnic Relations	MAS/ANTH/AIS/ AFAS	U	Schwartzman	3	50	F, S	24	Y
SOC	510	Political Sociology		G	Schwartzman	3	25	S	8	N
		<i>Subtotal Undergraduate</i>							<b>238</b>	
		<i>Subtotal Graduate</i>							<b>8</b>	
		<i>Subtotal</i>							<b>246</b>	

**Abbreviations:**

G - Graduate, U - Undergraduate  
F - Fall, S - Spring, Sum - Summer  
Y - Yes, N - No, \*\* - NRC funded

National Resource and Foreign Language and  
Area Studies Fellowship Program 2018

University of Arizona  
Center for Latin American Studies

[illegible]

Abbreviations:  
G - Graduate, U - Undergraduate  
F - Fall, S - Spring, Sum - Summer  
Y - Yes, N - No, \*\* - NRC funded

Department	Dept. Abbrev.	Course	Cross-listings	Course Title	Course Level	Instructor	Credit	Terms offered	Enrolled AY 16-17	Being Offered AY 17-18	Being Offered AY 18-19
<b>Indigenous Languages</b>											
Latin American Studies	LAS	207A		Latin American Studies-Indigenous Language	U	LAS Core Fac.	3	F, S, Sum	0	N	N
Latin American Studies	LAS	207A-SA		Latin American Studies-Indigenous Language	U	LAS Core Fac.	3	F, S, Sum	0	N	N
Linguistics	LING	307A	AIS	Elementary O'Odham	U	Ramon	3	F	2	Y	Y
Linguistics	LING	307B	AIS	Elementary O'Odham	U	Zepeda	3	S	2	Y	Y
				<i>Subtotal Undergraduate</i>					4		
				<i>Subtotal Graduate</i>					0		
				<i>Subtotal</i>					4		
<b>PORTUGUESE LANGUAGE - LUSO-BRAZILIAN LITERATURE</b>											
Portuguese	PORT	101		First Semester Portuguese	U	Aguirre	4	F, S	24	Y	Y
Portuguese	PORT	102		Second Semester Portuguese	U	Staff	4	F	0	Y	Y
Portuguese	PORT	305A		Portuguese for Spanish Speakers	U	Bacelar da Silv	4	F,S, Sum	140	Y	Y
Portuguese	PORT	325A	LAS	Intermediate Grammar and Writing	U	Bacelar da Silv	3	F,S	101	Y	Y
Portuguese	PORT	350		Introduction to Genres and Literary Analysis	U	Carvalho, Solis	3	F, S	33	Y	Y
Portuguese	PORT	397R		Portuguese Language Skills and Culture	U	Bezerra	6	Sum	0	Y	Y
Portuguese	PORT	401		Luso-Brazilian Literature - 1900	U	Staff	3	F, S	0	N	Y
Portuguese	PORT	425		Advanced Grammar and Composition	U	Sommer	3	F,S	37	Y	Y
Portuguese	PORT	430	LAS	Brazilian Civilization	U	Solis Delgado	3	F, S	16	Y	Y
Portuguese	PORT	440		Portuguese Phonetics and Phonology	U	Carvalho	3	F	26	N	Y
Portuguese	PORT	452		Introduction to Portuguese Linguistics	U	Staff	3	F, S	0	Y	Y
Portuguese	PORT	463	LAS	Topics in Luso-Brazilian Literature	U	Bezerra	3	F, S	25	Y	N
Portuguese	PORT	497R		Advanced Intensive Portuguese and Brazilian Culture	U	Bezerra	6	Sum	0	Y	Y
Portuguese	PORT	501		Luso-Brazilian Literature - 1900	G	Staff	3	F, S	0	N	Y
Portuguese	PORT	530		Brazilian Civilization	G	Bezerra	3	F, S	0	Y	Y
Portuguese	PORT	540		Portuguese Phonetics and Phonology	G	Carvalho	3	F	1	N	Y
Portuguese	PORT	552		Introduction to Portuguese Linguistics	G	Carvalho	3	F, S	0	Y	Y
Portuguese	PORT	563	LAS	Topics in Luso-Brazilian Literature	G	Bezerra	3	F, S	0	Y	N
Portuguese	PORT	597R		Advanced Intensive Portuguese and Brazilian Culture	G	Bezerra	6	Sum	0	Y	N
				<i>Subtotal Undergraduate Portuguese</i>					402		
				<i>Subtotal Graduate Portuguese</i>					1		
				<i>Subtotal Portuguese</i>					403		
<b>SPANISH LANGUAGE &amp; LATIN AMERICAN LITERATURE</b>											
Spanish	SPAN	101		First Semester Spanish	U	Staff	4	F, S, Sum	1561	Y	Y
Spanish	SPAN	102		Second Semester Spanish	U	Staff	4	F, S, Sum	2122	Y	Y
Spanish	SPAN	103		Oral skills for Heritage Learners	U	Staff	4	F, S, Sum	193	Y	Y
Spanish	SPAN	201		Third Semester Spanish	U	Staff	4	F, S, Sum	924	Y	Y
Spanish	SPAN	202		Fourth Semester Spanish	U	Staff	4	F, S, Sum	726	Y	Y
Spanish	SPAN	203		Writing and Oral Skills for the Heritage Speaker of Spanish	U	Staff	4	F, S	229	Y	Y
Spanish	SPAN	205		Intensive Spanish	U	Staff	4	F, Sum	302	Y	Y
Spanish	SPAN	206		Intensive Spanish	U	Staff	4	S, Sum	131	Y	Y
Spanish	SPAN	210		Latin America on Film	U	Urrea	3	F, S, Sum	185	Y	Y
Spanish	SPAN	220		Immigration through Film	U	Urrea	3	F	17	Y	Y
Spanish	SPAN	251		Intermediate Spanish	U	Staff	4	F, S	295	Y	Y
Spanish	SPAN	253		Intermediate Spanish I for for Heritage Learners	U	Staff	4	F	431	Y	Y
Spanish	SPAN	323		Intermediate Spanish for Heritage Learners II	U	Martinez	3	F, S	366	Y	Y
Spanish	SPAN	325		Intermediate Grammar and Writing	U	Staff	3	F, S	253	Y	Y
Spanish	SPAN	330	LAS	Intermediate Conversation	U	Williamsen	3	F, S	272	Y	Y
Spanish	SPAN	333		Advanced Spanish for Heritage Learners	U	Staff	3	F, S, Sum	298	Y	Y
Spanish	SPAN	340		Spanish Phonetics	U	Staff	3	F, S	62	Y	Y
Spanish	SPAN	341		Translation and Interpretation: Social Justice and Practice	U	Alcazar, Fatas	3	F, S	64	Y	Y
Spanish	SPAN	343		Spanish Phonetics for the Heritage Speaker	U	Staff	3	F, S, Sum	62	Y	Y
Spanish	SPAN	350	LAS	Readings in Literary Genres	U	Staff	3	F, S	460	Y	Y
Spanish	SPAN	352		Reading Politics and Culture in the Hispanic World	U	Acosta	3	F, S	43	Y	Y
Spanish	SPAN	360		The Structure of Spanish	U	Suarez-Palma	3	F, S	47		
Spanish	SPAN	371A	LAS	Spanish for Business and Economics	U	Staff	3	F	10	Y	Y

## Appendix 3.

National Resource and Foreign Language and  
Area Studies Fellowship Program 2018University of Arizona  
Center for Latin American Studies

Language Courses

Department	Dept. Abbrev.	Course	Cross-listings	Course Title	Course Level	Instructor	Credit	Terms offered	Enrolled AY 16-17	Being Offered AY 17-18	Being Offered AY 18-19
Spanish	SPAN	371B	LAS	Spanish for Business and Economics	U	Staff	3	S	17	Y	Y
Spanish	SPAN	381	LAS	Medical/Business Translation	U	Fatas, Torres	3	F, S	41	Y	Y
Spanish	SPAN	382	LAS	Legal/Business Translation	U	Fatas, Torres	3	F, S	38	Y	Y
Spanish	SPAN	401	LAS	Major Works in Latin American Literature	U	Morales	3	F	46	Y	Y
Spanish	SPAN	402		Survey of Mexican Literature	U	Staff	3	F, S	0	Y	Y
Spanish	SPAN	403	LAS/MAS	Major Works in Mexican and Mexican American Literature	U	Perches	3	S	34	Y	Y
Spanish	SPAN	410		Web-based Medical Translation for Professional Puposes	U	Staff	3	F, S	0	N	Y
Spanish	SPAN	411		Online Legal Translation	U	Staff	3	F, S, Sum	0	N	Y
Spanish	SPAN	412		Online Business Translation	U	Staff	4	F, S, Sum	0	N	Y
Spanish	SPAN	425	LAS	Advanced Grammar and Composition	U	Staff	3	F, S	88	Y	Y
Spanish	SPAN	433	LAS/MAS	Issues: Mexican and Mexican-American Culture	U	Duran	3	F	48	Y	Y
Spanish	SPAN	441	LAS/MAS /IRLS	Children's Literature in Spanish	U	Morales	3	F	9	Y	Y
Spanish	SPAN	445		Novels of the Mexican Revolution	U	Staff	3	F, S	0	Y	N
Spanish	SPAN	446		Mexican and Mexican-America Theater	U	Staff	3	F, S	0	Y	N
Spanish	SPAN	447		Contemporary Mexican Literature	U	Staff	3	F, S	0	Y	N
Spanish	SPAN	448		Mexican and Mexican-American Film	U	Villarreal	3	S	0	Y	Y
Spanish	SPAN	449A		Topics in Spanish Literature and Cultural Studies	U	Staff	3	F, S	60	N	N
Spanish	SPAN	449B		Topics in Latin American Literature and Cultural Studies	U	Staff	3	F, S	44	Y	Y
Spanish	SPAN	449C		Topics in Mexican and Mexican-American	U	Staff	3	F, S	0	Y	Y
Spanish	SPAN	449D		Topics in Border Studies	U	Gorman	3	S	24	Y	Y
Spanish	SPAN	450		Conversation and Writing Skills	U	Jerez	3	F, S	53	Y	Y
Spanish	SPAN	452	MAS/LIN	Introduction to Hispanic Linguistics	U	Olarrea	3	F, S	41	Y	Y
Spanish	SPAN	453		Theory of Spanish Morphosyntax	U	Olarrea	3	F, S	13	Y	Y
Spanish	SPAN	455A		History of the Spanish Language	U	Montalbetti	3	F	21	Y	Y
Spanish	SPAN	457	LING	Applied Linguistics	U	Staff	3	F	15	Y	Y
Spanish	SPAN	458		Hispanic Sociolinguistics	U	Carvalho	3	S	0	Y	Y
Spanish	SPAN	459		Hispanic Linguistics	U	Staff	3	F, S	0	Y	Y
Spanish	SPAN	471	LAS/MAS	Beginning Simultaneous Interpretation	U	Fatas, Torres	3	F, S	33	Y	Y
Spanish	SPAN	472	LAS/MAS	Beginning Consecutive Interpretation	U	Fatas, Torres	3	F, S	33	Y	Y
Spanish	SPAN	473	MAS	Spanish for the Classroom Teacher of Spanish	U	Luft	3	S, Sum	22	Y	Y
Spanish	SPAN	480		Service Learning (Student projects in Span, includes Study Abroad/Border)	U	Fernandez	3	F, S, Sum	66	Y	Y
Spanish	SPAN	481	LAS/MAS	Advanced Simultaneous Interpretation	U	Fatas, Torres	3	F, S, Sum	38	Y	Y
Spanish	SPAN	482	LAS/MAS	Advanced Consecutive Interpretation	U	Fatas, Torres	3	F, S, Sum	38	Y	Y
Spanish	SPAN	493/493-SA		Internship	U	Berigan, Fatas	1-6	F, S, Sum	3	Y	Y
Spanish	SPAN	498/498H		Capstone/Honors Thesis	U	Berigan, Urrea	1-6	F, S	4	Y	Y
Spanish	SPAN	501		Introduction to Hispanic Studies	G	Compitello	1	F, S	8	Y	Y
Spanish	SPAN	530	LAS	Development of Spanish-American Literature: Pre-Columbian Period to Independence	G	Morales	3	F	5	Y	Y
Spanish	SPAN	531		Topics in Spanish-American Literature: Pre-Columbian Period to Independence	G	Morales	3	F, S	6	Y	N
Spanish	SPAN	540	LAS	Development of Spanish American Nineteenth through Twenty First Cent. Literature	G	Staff	3	F	0	N	Y
Spanish	SPAN	541		Topics in Spanish-American Nineteenth, Twentieth & Twenty-First Cent. Literature	G	Murphy	3	F, S	10	Y	Y
Spanish	SPAN	550		Development of Mexican and Mexican-American Literature	G	Tatum	3	F, S	6	Y	Y
Spanish	SPAN	551		Topics in Mexican and Mexican-American Literature	G	Staff	3	F, S	0	N	Y
Spanish	SPAN	561		Topics in Hispanic Literature	G	Mahler	3	F, S	0	N	Y
Spanish	SPAN	574A		Language in the Mexican-American Experience	G	Gorman	3	F, S	6	Y	Y
		574B		Heritage Language Research	G	Staff	3	F, S	0	N	Y
Spanish	SPAN	580A		Spanish Phonology I	G	Colina	3	F	11	Y	Y
Spanish	SPAN	580B		Spanish Phonology II	G	Colina	3	S	7	Y	Y
Spanish	SPAN	580C		Spanish Phonology III	G	Colina	3	F, S	0	Y	Y
Spanish	SPAN	581A		Foreign Lang Teaching Theory/Methodology	G	Chuffe	3	F, S	8	Y	Y
Spanish	SPAN	582A		Spanish Syntax I	G	Olarrea	3	F, S	0	Y	Y
Spanish	SPAN	582B		Spanish Syntax II	G	Olarrea	3	F, S	0	Y	Y

## Abbreviations:

G - Graduate, U - Undergraduate

F - Fall, S - Spring, Sum - Summer

Y - Yes, N - No, \*\* - NRC funded

Department	Dept. Abbrev.	Course	Cross-listings	Course Title	Course Level	Instructor	Credit	Terms offered	Enrolled AY 16-17	Being Offered AY 17-18	Being Offered AY 18-19
Spanish	SPAN	582C		Spanish Syntax III	G	Olarrea	3	F, S	4	Y	Y
Spanish	SPAN	583A		Spanish Phonetics I	G	Simonet	3	F, S	0	Y	Y
Spanish	SPAN	583B		Spanish Phonetics II	G	Simonet	3	F, S	8	N	Y
Spanish	SPAN	583C		Spanish Phonetics III	G	Simonet	3	F, S	7	Y	Y
Spanish	SPAN	584A		Spanish Sociolinguistics I	G	Carvalho	3	F, S	0	N	Y
Spanish	SPAN	584B		Spanish Sociolinguistics II	G	Carvalho	3	F, S	0	N	Y
Spanish	SPAN	584C		Spanish Sociolinguistics III	G	Carvalho	3	F, S	0	N	N
Spanish	SPAN	585		Introduction to Translation Studies	G	Staff	3	F, S	0	N	Y
Spanish	SPAN	696C		Mexican and Mexican American Literature	G	Duran	3	F, S	7	Y	Y
Spanish	SPAN	696D		Hispanic Linguistics	G	Olarrea	3	F, S	4	Y	Y
Spanish	SPAN	900		Research	G	Staff	1-9	F, S, Sum	14	Y	Y
Spanish	SPAN	910		Thesis	G	Staff	1-6	F, S, Sum	0	Y	Y
Spanish	SPAN	920		Dissertation	G	Staff	1-9	F, S, Sum	51	Y	Y
				<i>Subtotal Undergraduate Spanish</i>					9882		
				<i>Subtotal Graduate Spanish</i>					162		
				<i>Subtotal Spanish</i>					10044		

<i>Total Undergraduate Language Enrollment</i>					10,288
<i>Total Graduate Language Enrollment</i>					163
<i>Total Language Enrollment</i>					10,451

# Appendix III.

## Performance Measure Forms

**Appendix III: CLAS Title VI NRC Proposal Performance Measurement Forms (PMF)**

**Goal 1: Strengthen and develop sustained collabs with MSIs and Community Colleges to increase LAS curriculum content and ex languages, with an emphasis on underrepresented students.**

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL
(1) International Studies Partnership Program (ISPP) established with three HSI Community Colleges in Southern Arizona to internationalize curriculum, including area studies and language instruction with emphasis on Heritage Spanish and Portuguese for Spanish speakers	1a. Organize Global Conference, Global Forum and Weekend workshops for CC educators	1ai. Number of participating educators reached	Bi-Annually	Attendance records kept by Outreach coordinator	
		1aii. Number of events organized	Bi-Annually	Flyers, emails, organization meeting notes, website records kept by Outreach	
	1b. Develop LAS area and language curriculum between UA faculty partner and cc educators	1bi. Number of lesson plans developed	Annually	Internal lesson plan data base run by Outreach Coordinator	
		1bii. Number of participating faculty and educators	Bi-Annually	Participation records, emails, and agreements	
	1c. Organize a multi-cultural film series with well-qualified speakers as discussants	Number of faculty, students and community members reached	Annually	Attendance records kept by Outreach coordinator	
(2) Develop new collaborations with a four-year MSI university (UTEP) to promote scholarship on public safety, violence, and security along Mexico's northern border	2a. Organize two major conferences on Public Safety and Security along Mexico's Northern Border (one at UA and one at UTEP)	Number of faculty, students, and community members reached	Every other year	Attendance records kept by Outreach coordinator	
	2b. Facilitate faculty and student exchanges	Number of students and faculty participating in exchanges	Annually	Participation records, emails, and agreements	

**Goal 2: Collaborative activities with the UA College of Education, pre-service, and K-12 teachers teachers**

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BI
1. Collaboration with CoE to enhance LAS content and perspectives into the training of pre-service teachers	1a. Organize Professional Development Workshops	Number of pre-service educators reached	Bi-Annually	Attendance records kept by Outreach coordinator	2
	1b. Offer International curriculum Certificate	Number of Certificates granted	Annually	ICC completion records kept by CoE ICC liason	
	1c. Develop LAS content culture kits	Number of culture kits distributed	Bi-Annually	Project records (CLAS hard copy and elctronic files).Coordinator's tracking files/records	
2. Strenthen LAS area studies and language pedagogy (Heritage Spanish and Portuguese, and Portuguese for Spanish speakers) for K-12 educators	2a. Internationalization of curriculum workshops	Number of K-12 educators reached	Bi-Annually	Curricula changes (ICC documentation)	2
	2b. Train teachers to introduce translation and interpreting into high school Spanish and Portuguese language curriculum	Number of teachers trained	Annually	Attendance records kept by Outreach coordinator	
	2c. Create and disseminate a digital database of lesson plans, workshop materials and other resources to state- and nation-wide K- 16 educators.	Number of Lesson Plans Digitized	Annually	Project records (CLAS hard copy and elctronic files).Coordinator's tracking files/records	



Goal 3: Strengthen student's area studies proficiency, career training, and language-learning opportunities					
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BI
1. Strengthen undergraduate and graduate training in LAS area studies and training in Portuguese language and Heritage Spanish	1a. Recruit and hire two highly qualified tenure-track faculty for area studies	Number of searches conducted and hires	Bi-Annually	Job postings, search committees, applications, interviews	
	1b. Develop new MA dual degrees and certificate programs	Number of dual degrees developed	Annually	Letter of agreement, Degree requirements, and official UA certification	
	1c. Develop new course offerings	Number of courses created	Annually	Approved Syllabi, UA course catalogue	
	1d. Comprehensive language evaluation and student learning outcomes	Number of students completing advanced level courses	Bi-annually	Course enrollment records; external language evaluations; course evaluation	2
2. Development of technologies that enhance curricular resources and outreach	Faculty funds for development of digital technologies (virtual spaces, websites, online courses, digital story telling)	Number of projects supported	Annually	Virtual spaces, websites, online course syllabi, etc.	
3. Promote career training and placement opportunities	3a. Professional Career Symposium to encourage government service or jobs in the educational, business and nonprofit sectors	Number of students reached	Bi-Annually	Attendance records kept by Outreach coordinator	
	3b. Expand internship opportunities domestically and abroad to provide valuable job skills for students.	Number of new internships	Annually	Internship records kept by Undergraduate Coordinator	
	3c. Build mechanisms to improve tracking of post-graduation placement data, and create social network for sharing career advice and opportunities.	Number and percent of post-graduate placements	Annually	New tracking methods for placements; social media analytics	

Goal 4: Promote inter and intra institutional collaborations to foster an intellectual community and diverse perspectives in LAS scholarship (and pedagogy )					
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL
1.Promote interdisciplinary research and training programs among Latin Americanist faculty and students across campus and with Latin Americanist colleagues across the nation and in Latin America	1a. Develop international and comparative conferences	Number of conferences developed	Annually	Project records (CLAS hard copy and electronic files).Coordinator's tracking files/records	
	1b. Establish scholarly networks with other LAS programs across the nation	1bi. Number of national networks established	Annually	Project records (CLAS hard copy and electronic files).Coordinator's tracking files/records	
		1bii.Number of participating scholars	Annually	Project records (CLAS hard copy and electronic files).Coordinator's	
		1biii. Number of participating institutions	Annually	MOAs, official letters, emails	
	1c. Strengthen international networks, linkages, and collaborations	1ci. Number of international networks established	Annually	Project records (CLAS hard copy and electronic files).Coordinator's	
		1cii. Number of participating scholars	Annually	Network records	
		1ciii.Number of participating	Annually	MOAs, official letters, emails	

# Appendix IV

## Letters of Support

June 18, 2018

Dear NRC Selection Committee,

I am delighted to write in enthusiastic support for the proposal to re-establish a National Resource Center for the Center for Latin American Studies (CLAS) at the University of Arizona. CLAS' objectives and goals align strongly with UA's emerging strategic plan: global engagement is one of our four strategic pillars and infuses our other pillars on student success, research challenges, and community impact. CLAS' distinctive role in this strategy will be to elevate Latin America area studies and language expertise to inform UA's internationalization efforts, ranging from our growing network of UA Global micro-campuses, to internal grant competitions to support international program development and research partnerships.

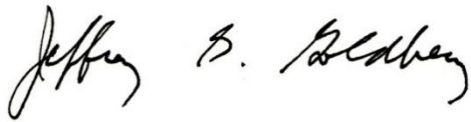
As one of only three AAU members to have earned the HSI designation, UA has a distinctive responsibility for and commitment to serving diverse populations in our region. CLAS has a strong record of impact since its establishment in 1974 through continuing dedication to public outreach and collaborations that place key regional concerns in comparative and global context, including migration, security, health, and sustainability in arid lands. In light of our distinctive demographics and location near the U.S.-Mexico border, CLAS is at the core of local and regional ties to Latin America. An award to UA CLAS will strengthen the community of Latin American Studies NRCs and hence enhance the national capacities that NRC/FLAS funding is intended to develop.

Marcela Vásquez-León, CLAS' Director since January 2016, has demonstrated strong leadership skills, working in partnership with core and affiliated faculty, staff, and students to enhance CLAS' teaching, outreach, and research mission. In 2016 she obtained a Title VI UISFL grant to establish a Brazil Studies Program, strengthen the UA's Portuguese language program, create engagement opportunities for students in Brazil, and expand a network of Brazil scholars nationally and internationally. As CLAS director, she has increased the number of faculty fully dedicated to the Center, the number of courses taught by core faculty, as well as the number and quality of outreach events and collaborations across campus and with the larger Tucson and southern Arizona community. Her strong campus wide and community relationships are evident in the range of proposed collaborators and activities, as well as her proposed collaborations with other Latin American Studies Centers across the country. Title VI support will position CLAS to continue enhancing, sustaining, and creating new cross-cutting initiatives and partnerships. Dr. Vásquez-León also has a strong record of collaboration with Latin American scholars and institutions and of providing support to faculty and students to develop new collaborations and partnerships across the region.

Under Dr. Vásquez-León's leadership and with strong support from CLAS' Assistant Director Colin Deeds, its core faculty, staff and students, plus CLAS' Advisory Committee, composed of LAS affiliated faculty from across the University, CLAS is already well-established as a critical and sustainable component of UA's international and global studies infrastructure. With Title VI funding it will achieve the national recognition that it deserves to continue to attract high quality students, faculty, and innovative programs.

UA is committed to ensuring that federal funds are stewarded wisely and have strong return on investment. Should the proposal be selected for funding, UA will commit \$1.2 million in center support over the course of the four-year grant cycle. This includes a total of \$400,000 in central strategic investment funds from the Offices of the Provost, Vice President for Research, and Vice President for Global Initiatives to support curricular development, student success, research initiatives, outreach, strategic planning, and evaluation; and \$800,000 from the College of Social & Behavioral Sciences (SBS) to hire two LAS faculty, increase the center's staff and support collaborative workshops and events. Like all centers and institutes at UA, CLAS follows a shared governance model in its operations and oversight, and is subject to annual and periodic review.

Sincerely,

A handwritten signature in black ink, reading "Jeffrey B. Goldberg". The signature is fluid and cursive, with the first name "Jeffrey" being more prominent and the last name "Goldberg" written in a slightly more formal but still cursive style.

Jeffrey B. Goldberg  
Acting Senior Vice President, Academic Affairs-Provost  
Professor, Department of Systems and Industrial Engineering  
University of Arizona

June 15, 2018

**Teaching, Learning and Sociocultural Studies  
Department**

1430 E. Second Street  
P.O. Box 210069  
Tucson, AZ 85721-0069

Tel: 520-621-2928  
Fax: 520-621-1853

To Whom It May Concern:

I am delighted to write in support of the Internationalization Initiative proposed by the University of Arizona (UA) Center for Latin American Studies (CLAS) and Center for Middle Eastern Studies (CMES). The project to bring international content and perspectives into the training of pre-service teachers responds to a pressing need in the state of Arizona. International topics are included as areas of study in a number of the state teaching standards, yet few teachers are trained to present them.

The Department of Teaching, Learning and Sociocultural Studies (TLS) in the UA College of Education is well positioned to be a partner in internationalization of pre-service teacher training and, by extension, of the K-12 curriculum. TLS includes teacher certification programs, among them elementary education (K-8) and, at the graduate level, the Teach Arizona program, which leads to a master's degree with teaching certification in a number of subjects for middle and high school classes (grades 7-12).

The Internationalization Initiative we have discussed with our CMES and CLAS colleagues will be led in the College of Education by Dr. Alberto Arenas, a faculty member in TLS and who focuses on comparative/international education, curriculum development, environmental education, and experiential learning. In collaboration with the CMES and CLAS outreach coordinators, he will work with the graduate assistants hired through the project to develop new curriculum with international content. The development of international studies curriculum units will be encouraged and facilitated by project workshops involving both pre-service and in-service teachers. We trust that they will find the experience and interactions to be both productive and inspiring. As part of the project, we also plan to develop an international studies certificate for pre-service teachers who participate in a specified number of relevant classes, workshops, and institutes. It will be a pleasure to work out the details of the collaboration with CMES and CLAS.

I am glad that the project includes funds to share Internationalization Initiative results with teachers and other members of the K-12 education community at local, regional, and national conferences. I look forward to seeing the University of Arizona take its place as a leader in strengthening the K-12 curriculum through international studies' curriculum development and teacher preparation. We are dedicated to providing all children in the region with a high-quality education, in which international content has a key role to play. The incorporation of international perspectives is particularly important in southern Arizona, a diverse multi-cultural region close to an international border.

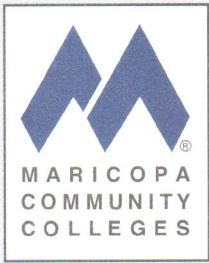
Sincerely,



Interim Department Head

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www.maricopa.edu

**International and  
Intercultural Education**

Division of  
Academic and  
Student Affairs

2411 West 14th Street  
Tempe, AZ 85281-6942

**Telephone**

480.731.8250

**Fax**

480.731.8021

**Email**

do.iie@domail.maricopa.edu

June 13, 2018

To Whom It May Concern:

I was delighted to learn that three University of Arizona (UA) centers are applying for US Department of Education National Resource Center support and another as a Language Resource Center -- and also that collaboration with community colleges is a priority for grant-funded projects.

The Maricopa County Community College District (MCCCD) has had very positive experience working with the UA Center for Latin American Studies (CLAS) and the Center for Middle Eastern Studies (CMES) in part via their participation in MCCCD's global forums and conferences. In recent years our faculty have been enthusiastic participants in the community college educators' workshops put on by CLAS, CMES and the Center for Educational Resources in Culture, Language and Literacy (CERCLL). We look forward to the involvement of the new Center for International and Global Studies (CIGS) as well. The centers' directors and outreach coordinators are wonderful colleagues, dedicated to sharing international studies knowledge and we are truly grateful to be working with them.

MCCCD includes ten colleges in the greater Phoenix area, serves over 200,000 students, and is committed to international and intercultural education and globalization efforts. Five of our colleges are Hispanic Serving Institutions and one is a Minority Serving Institution. The District's Office of International and Intercultural Education hosts a biannual Global Engagement conference and annual Global Forums. The one-day Global Engagement conference offers important opportunities for the centers to give presentations and engage with our faculty in the conference exhibit area. The Global Forum is usually focused on a particular country or region. Working with the centers addresses a need we have to secure qualified speakers for the Global Forum. An internationalization partnership with all four centers will be a perfect match to assure that our many interested faculty members are able to hear from a varied roster of well-qualified area studies experts.

Due to the active involvement of CMES' outreach director, Lisa Adeli, MCCCD developed a particularly close relationship with the Center for Middle Eastern Studies over the last few years. Perhaps most notably, Maricopa was awarded a Fulbright-Hays Group Projects Abroad Curriculum Development grant to take a team of Arizona educators to the Balkans in the summer of 2017. Dr. Adeli and I co-led the program, which was planned in collaboration with CMES. As a result

*A Community of Colleges...Colleges for the Community*

| Chandler-Gilbert | Estrella Mountain | GateWay | Glendale | Mesa |  
| Paradise Valley | Phoenix College | Rio Salado | Scottsdale | South Mountain | Skill Centers |

PR/Award # P015A180153

The Maricopa Community College District is an EEO/AA institution.

of the program our spring 2018 Global Forum focused on Bosnia, Albania, and the history of Muslims in Europe. We look forward to expanding our collaborative programming with UA's Title VI centers in ways that will benefit both our faculty and students.

I understand that the centers have developed an International Studies Partnership Program (ISPP) to which community college faculty members may submit curriculum development proposals. ISPP fellows receive UA library privileges during their fellowship and each works with a UA faculty resource partner as an area expert. I am very pleased that the UA centers want to extend the program to include our faculty; it will constitute a meaningful form of professional development.

US Department of Education 2018-2021 funding of the centers will result in Maricopa's significant collaboration with three National Resource Centers and a Language Resource Center. This will serve to strengthen our global and international studies curriculum, and by extension increase our students' learning in these areas, and create a strong, multi-stranded relationship between the Maricopa County Community College District and all four centers.

My colleagues and I look forward to deepening our working relationship with UA's National Resource Centers and Language Resource Center.

Sincerely,



Kathryn Howard  
Program Manager, International and Intercultural Education  
Maricopa County Community College District





901 North Colombo Avenue – Sierra Vista, AZ 85635-2317 – 520-515-0500 – [www.cochise.edu](http://www.cochise.edu)

June 11, 2018

To Whom It May Concern:

I am writing to express my support for a sustained partnership between Cochise College (a two-campus and two-center community college), and four centers at the University of Arizona (UA): the Center for Educational Resources in Language, Culture, and Literacy (CERCLL), the new Center for Global and International Studies (CIGS), the Center for Latin American Studies (CLAS), and the Center for Middle Eastern Studies (CMES). The partnership to internationalize the Cochise curriculum dovetails with Cochise College's mission by providing "accessible educational opportunities that are responsive to a diverse population..." and helping students to enrich their quality of lives by enabling them to better understand the world they live in.

We welcome the opportunity to internationalize the curriculum through a Cochise College faculty collaboration with UA faculty in the International Studies Partnership Program, in which a number of our faculty have already worked successfully with CMES. Many Cochise College classes can benefit from inclusion of carefully developed international content. Our faculty members continue to enjoy and learn from participation in substantive international studies weekend workshops for community college educators sponsored by CERCLL, CLAS and CMES, and appreciate the financial support that facilitates their participation. Involvement of CIGS faculty will further enrich workshop content and the value of the program to our faculty.

My colleagues, Tanya Biami, Art and Humanities Department Chair, and Dr. Ceci Lewis, English Department Chair, look forward to collaborating around the Cochise College Multicultural Film Series. Internationally-themed additions to the series will be of particular interest to Cochise students and faculty as well as community members, as the series is open to the public.

We appreciate the centers' offer to introduce high quality films about important issues in Latin America, the Middle East, and around the globe; provide well-qualified speakers to discuss the films; and build additional international studies activities around the film screenings. We are eager to develop these and other opportunities for Cochise students and the southeastern Arizona community in collaboration with the UA centers.

I understand that, should the centers succeed, the partnership will be created through a US Department of Education-funded project over four years, beginning in academic year 2018-19. I look forward to the proposed internationalization project, support of which would be an excellent use of federal funds. I am confident that the relationships and curricular transformation the partnership facilitates will be long lasting.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Eric Brooks', with a long horizontal flourish extending to the right.

Eric Brooks, M.Ed., Ph.D.  
Dean of Liberal Arts,  
Cochise College  
[brookse@cochise.edu](mailto:brookse@cochise.edu)  
(520) 515-3624 (Sierra Vista Campus)

Dr. Marcela Vásquez-León  
Director, The Center for Latin American Studies  
The University of Arizona  
Marshall Building, Suite 280  
845 N. Park Avenue  
Tucson, AZ 85721  
mvasquez@email.arizona.edu

Dear Dr. Vásquez-León,

I write to express support for the University of Arizona's Center for Latin American Studies application to the U.S. Department of Education National Resource Centers Program. The NRC program proposes to further develop, disseminate and promote Latin American outreach initiatives to K-12 educators, schools and students locally, within Arizona, the greater Southwest and at a national level. Outreach to K-12 educators and students is essential in internationalizing education in an increasingly global atmosphere. Additionally, promotion of Latin American Studies is becoming more important as the population of students and teachers become more diverse. I would be delighted to assist you in any capacity you deem appropriate, including hosting educators from Latin America and promoting CLAS' Educators' Workshops.

I am a proud alumna of the CLAS' Latin American Studies Department. As a graduate student at the University of Arizona, I participated in different cross-cultural exchanges between educators from Tucson, Arizona and Sonora, Mexico. These authentic experiences transformed my understandings and relationships with students and their families. Today, as a program specialist in the Sunnyside Unified School District's Language Acquisition Dept, I work with teachers across the district who serve students who have not yet reached academic proficiency in the English language. I support an intercultural exchange for any educator I currently work with to open their eyes to the realities of others whose lives are so different from their own.

I am also elected to serve Tucson's largest school district as a member of the Tucson Unified Governing Board. In this role I advocate for K-12 programs and policies that support culturally relevant and responsive pedagogy and instruction. Intercultural experiences, understandings and friendships transform the work we do as educators and are essential to improving the academic success of ALL students we serve in our schools.

Our local public schools are always looking for highly qualified teachers that have training in cultural competency. I have no doubt that University of Arizona pre-service teachers participating in the CLAS International Curriculum Certificate (ICC) will be excellent future educators. I will encourage educators in both districts I am involved with to participate in the high quality and free professional development activities offered by CLAS outreach program.

I have full confidence that the faculty and staff at the UA's CLAS have the experience, connections, and vision to implement a stellar K-12 Outreach Initiative. The proposed programming will benefit not only our teachers and students, but also migrant communities on both sides of the US-Mexico border. Please do not hesitate to contact me if you have any questions about our potential collaboration.

Sincerely,



Kristel Ann Foster  
Tucson Unified Governing Board Member

### **Description: Diverse Perspectives and Wide Range of Views in Funded Activities**

The Center for Latin American Studies (CLAS) will adopt a foundational value of the University of Arizona (UA), namely that diverse perspectives and points of view enhance the production and circulation of knowledge. Our community reflects these values. The UA has students from all 50 states, and from 112 countries. Our faculty and staff also reflect the diversity of American life, particularly the multi-ethnic character of the American Southwest. All of these dynamics bring vitality to the educational mission of the university as a multitude of experiences enrich the research, teaching, and outreach objectives of the institution.

In early 2018, the UA was designated as a Hispanic-Serving Institution, a concrete reflection of this institutional commitment to diversity. Over 60% of CLAS undergraduate student body are Hispanic, as are 40% of graduate students. CLAS Core faculty are entirely composed of women and minorities, as is 75% of its staff. Remarkably, nearly every faculty member directly funded in this proposal is either a minority, woman or junior faculty.

Consistent with the educational goals of the UA, CLAS will consciously promote a wide range of intellectual, cultural, and social perspectives in its teaching, research, and outreach initiatives. Over the next four years, CLAS proposes to explore the global forces that shape human well-being, and how communities respond to these forces. These areas of inquiry are complex and contested. They require crossing institutional and intellectual boundaries by inviting a multiplicity of disciplinary perspectives, as well as inter-disciplinary approaches. As such, CLAS will invite and coordinate the intellectual perspectives of the humanities, social sciences, natural sciences, law, engineering, education, and business to offer comparative, and perhaps ultimately synthetic, approaches to the grand challenges of global human security, namely health, sustenance, sustainability, rights, and mobility. This wide range of diverse intellectual perspective is complemented by consciously incorporating the perspectives and experiences of a wide range of community constituencies.

In addition to reaching undergraduates, graduate students, professional students, and faculty from an array of UA colleges, CLAS will promote and conduct learning activities that target K-12 educations, community college students and instructors, and students and faculty from minority-serving institutions. In the last year alone, CLAS hosted over 30 events, drawing over 500 people to the Center. CLAS has built an open and welcoming atmosphere to all students, faculty and the public, where diverse perspectives are encouraged and respected. Students feel safe openly discussing their views, whether they are Return Peace Corp Volunteers, or Military Foreign Area Officers. Our new classroom has already witnessed lively debates between active duty border patrol MA student and another who interns with a local human rights NGO.

CLAS will actively promote diverse perspectives in its decisions about funding allocations. Whether it be for course development, faculty research incentives, prestigious scholarship recruitment, or FLAS awards we will actively disseminate these opportunities as widely as possible. We will also collaborate with the student cultural organizations, and the Graduate College to actively recruit a diverse pool of FLAS applications. CLAS will develop networks that include scholars associated with interdisciplinary programs from across the U.S. and Latin America that represent diverse views across the political spectrum. It is our firm belief that we will best prepare the next generation of global expertise if it better mirrors the perspectives and experiences of our student constituencies.

### **Description: Government Service in Areas of National Need and in Other Employment Sectors**

The University of Arizona Center for Latin American (CLAS) has been training students and teachers in areas of national need for decades. As a previous recipient of NRC funding CLAS missions and objectives align closely with those stated in the Title VI mandate. CLAS will further build upon the UA's foundational capacities to prepare specialists to engage the complex forces of global challenges and opportunities, including language and culture, in service to national needs.

Specifically, CLAS will invest in Portuguese, language instruction to encourage students to continue to advanced language training. It is important to highlight that Portuguese is the 6th most spoken native language in the world with 210 million native speakers and over 260 million total speakers. Portuguese is the official language of eight countries including Brazil and is spoken by more than a third of Latin America's population. Portuguese is considered a preferred language by the National Security Education Program (NSEP) and is currently taught at US Army and US Air Force military academies. In prior FLAS cycles, LAS has awarded over half of all funds to students from professional schools, and 60% of all funds to toward the study of Portuguese. Finally, CLAS will dedicate 100% of academic year FLAS fellowships to Portuguese and will give preference when awarding fellowships to graduate and undergraduate students who demonstrate financial need and those that come from professional schools.

CLAS will also promote opportunities for public engagement through a variety of professional development workshops. Whether through direct reach to K-16 students, or through the critically important role of training K-12 and Community College educators, CLAS seeks to create a network of learning opportunities that will create a more informed and critically equipped public, able to exercise their LA expertise in contributing to national needs. CLAS pledges sponsorship of continuing education opportunities that will reach the general public, as well as business and media organizations.

CLAS administers 4 dual degree MA programs with Professional schools and seeks funding to create 2 new programs (Development Practice & Environmental Studies). In the last 10 years of 70 CLAS MA alumni have gone on to careers in Higher Education (18), Private Sector (11), NGO's (11), Government Service (7), Health Sector (7), Media (6), Military (5) and Secondary Education (5). CLAS undergraduate alumni include high school teachers, community college instructors, educational administrators/advisors, journalists or writers, non-profit employees, professionals with Law or Business degrees, business professionals, and government employees, including twelve career military officers. To strengthen career training and placement opportunities we will offer a Professional Career Symposium to encourage government service or jobs in the educational, business and nonprofit sectors, expand internship opportunities domestically and abroad to provide valuable job skills for students.

The proposed activities will contribute to a strengthened program in the areas of LAS and language teaching, community college and MSI partnerships, K-12 teacher training, interdisciplinary course development, scholarly networks and diverse perspectives, and outreach to media, government, business and community.

## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

**Type of Application (check all that apply)**

- ☒ Comprehensive National Resource Center  
☐ Undergraduate National Resource Center  
☐ Foreign Language and Area Studies Fellowships

**Federal Funds Requested**

NRC Request

Year 1: 265,550.00 Year 2: 265,928.00 Year 3: 265,807.00 Year 4: 265,473.00

FLAS Request

Year 1: 330,000.00 Year 2: 330,000.00 Year 3: 330,000.00 Year 4: 330,000.00

**Type of Applicant**

- ☒ Single institution Arizona Board of Regents, University of Arizona  
☐ Consortium of institutions  
☐ Lead \_\_\_\_\_  
☐ Partner 1 \_\_\_\_\_  
☐ Partner 2 \_\_\_\_\_  
☐ Partner 3 \_\_\_\_\_

**NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |                                                                     |                                                          |
|---------------------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> AFRICA                                     | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                                     | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA                         | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                                     | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                              | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input checked="" type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Academic Year: Portuguese only. Summer: Portuguese, Quechua, Kaqchikel, Nahuatl, Guarani.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

<b>UNIVERSITY OF ARIZONA-CENTER FOR LATIN AMERICAN STUDIES</b> National Resource Center and Foreign Language and Area Studies Fellowship Program 2018-2022								
						Year 1	Year 2	Year 3
<b>1. PERSONNELFRINGE BENEFITS</b>								
<b>A. Center Administration</b>		<b>Base Salary</b>	<b>ERE</b>	<b>Total</b>	<b>FTE</b>			
1	Colin Deeds, Assistant Director--Funds requested for 25% salary. Manages many aspects of project implementation, day-to-day management of the center, prepares progress reports, and serves as FLAS fellowship coordinator.	60,000	18,720	78,720	0.25	19,680	20,172	20,676
2	TBD, Business Manager--Funds requested for 15% salary. Takes care of all financial transactions related to the project and prepares financial reports.	65,137	20,323	85,460	0.15	12,819	13,139	13,468
3	Clea Conlin, Coordinator of Programs & Outreach, Funds requested for 33% salary. Manages outreach events on campus, with Community Colleges, K-12 teacher training, workshops, and other.	50,000	15,600	65,600	0.33	21,648	22,189	22,744
4	TBD, Administrative Assistant -- Funds requested for 25% salary. Assists in managing all aspects of project implementation, data collection, and preparation of progress reports.	32,000	9,984	41,984	0.25	10,496	10,758	11,027
5	TBD, Grad Assistant, College of Education Collaboration, International Curriculum Certificate for Pre-service K-12 Teachers. Funds requested for 12.5% of 50% (with Title VI centers: CMES and CIGS).	34,200	4,822	39,022	0.125	4,878	5,000	5,125
6	Grad Assistant, Communications/Social Media. Funds requested for 12.5% of 50% Assists with marketing events, creating flyers and announcements, managing social media (with Title VI centers: CMES, CIGS, and CERCLL).	34,200	4,822	39,022	0.125	4,878	5,000	5,125
7	Undergrad. Assistant - 400hrs @ \$12/hr. ERE 2%. Develops and updates CLAS' website, listserve and news letter to reflects current project activities and provides new resources to students and educators.	4,800	96	4,896	400 hrs	4,800	4,920	5,043
8	Undergrad Student Assistant - 400 hrs @ \$12/hr, ERE 2% . Staffs the front desk, does photocopying distributes flyers, and provides assistance in setting up for and cleaning up after events.	4,800	96	4,896	400 hrs	4,800	4,920	5,043
<b>A. Subtotal Center Administration</b>						<b>83,999</b>	<b>86,098</b>	<b>88,251</b>



						Year 1	Year 2	Year 3
<b>B. Language Personnel</b>								
9	TBD, Grad Assistant--Funds requested for 12.5% of 25% to assist Prof. Ana Carvalho (S&P) in the Portuguese Language Program: Comprehensive Language and Student Learning Outcomes Assessment	34,200	4,822	39,022	0.125	4,878	5,000	5,125
10	TBD, Grad Assistant (S&P)--Funds requested for 12.5% of 25% to assist in developing pedagogical modules to include Portuguese in existing Translation and Interpreting in high school curriculum	34,200	4,822	39,022	0.125	4,878	5,000	5,125
11	TBD, Undergrad Assistant - 238 hrs @ \$12/hr, ERE 2%. To assist Prof. Malcom Compitello (S&P) in "Virtual Reality to Promote and Extend teaching & Research about Latin America through the Second Life Virtual Reality Platform"	28,000	560	28,560	0.1		2,856	2,927
<b>B. Subtotal Language Personnel</b>						<b>9,756</b>	<b>12,855</b>	<b>13,177</b>
<b>C. Area Studies Instruction</b>								
12	Seed money for an Assistant Prof. Health and Environment Social Scientist - Funds requested for 50% of 1.0 FTE in Yr. 1 and 25% of 1.FTE in Yr. 2. The College of Social & Behavioral Sciences (SBS) will cover the expenses of the balance of the salary in years three and four and fully support the position in subsequent years. The Assistant Professor will be located in an SBS unit (either as full time faculty in CLAS or as a shared appointment) and will teach 2 courses per semester. LAS	80,000	24,960	104,960	1	52,480	26,896	
13	Seed money for an Assistant Prof. Indigenous Peoples, Law, and Development- Funds requested for 50% of 1.0 FTE in Yr. 3 and 25% of 1.FTE in Yr. 4. The College of Social & Behavioral Sciences (SBS) will cover the expenses of the balance of the salary in years three and four and fully support the position in subsequent years. The Assistant Professor will be located in an SBS unit (either as full time faculty in CLAS or as a shared appointment) and will teach 2 courses per semester. LAS	80,000	24,960	104,960	1			52,480
14	Adjunct Faculty Katie O'Brien (CLAS) - Curriculum development-Funds requested for 10% of her salary during the 4 years of the grant to develop and teach one undergraduate course on Gender in Latin America (yrs 1 and 3) and one undergraduate course on Religion in Latin America (Yrs 2 and 4).	40,000	12,480	52,480	0.1	5,248	5,379	5,514

						Year 1	Year 2	Year 3
15	Undergraduate assistant for Prof. Margaret Wilder (CLAS/Geography): Binational Climate Change Network-- Funds are requested for a part time assistant to coordinate communications, organization of events, create flyers, with Mexican colleagues.	28,000	560	28,560	0.1		2,856	2,927
	<b>C. Subtotal Area Studies Instruction</b>					<b>57,728</b>	<b>35,131</b>	<b>60,921</b>
	<b>SUBTOTAL PERSONNEL including FRINGE BENEFITS</b>					<b>151,482</b>	<b>134,085</b>	<b>162,349</b>
	<b>2. FRINGE BENEFITS</b>							
	Faculty and staff @ 31.2%					29,100	23,432	29,942
	Graduate Assistants @ 14.1% tuition rates 11,716 per semest: 5,858					2,411	2,471	2,533
	Undergraduate @ 2%					192	311	319
	<b>SUBTOTAL FRINGE BENEFITS</b>					<b>31,703</b>	<b>26,214</b>	<b>32,794</b>
	<b>SUBTOTAL SALARIES AND BENEFITS</b>					<b>151,482</b>	<b>134,085</b>	<b>162,349</b>
	<b>3. TRAVEL</b>							
16	Prof. Ana Maria Carvalho (S&P) and video consultant- Heritage Portuguese course: Minority dialects to the Portuguese Classroom. Funds are requested for a round trip ticket to Uruguay for digital recording and filming of Portuguese as a minority language along the Brazil-Uruguay border (\$1,300 air ticket x2 , + 10 nights lodging (@ \$100/night) + 10 days M&IE @ \$35/day).						3,950	
17	Assistant Prof. Susan Brewer-Osorio (CLAS). Bolivia Study Abroad Program. Funds are requested for a trip to Bolivia for planning (Yr 2) and implementation (Yr 3): \$1,300 air ticket + M&L for 5 day@100/day = \$500.						1,800	1,800
18	Assoc. Prof. Gonzalez de Bustamante (Journalism), Vasquez-Leon (CLAS), and Duncan (Southwest Center--SWC) - Mujeres de las Americas, video story telling project. Funding is requested to make two pilot programs for a PBS series that focuses on the work of female leaders and artists in Latin America. The first pilot will focus on female journalists in Ciudad Juarez and the second one will focus on weavers in Guatemala. Yr. 1: Travel for 2 hosts and 2 crew members for 5 days. Van rental \$51/day for 5 days=\$255 + .11X900miles=\$100 + M&L for 5 days x 4 people@\$100/day=\$3,000. Yr. 4: Travel for two hosts and one crew member to Guatemala for 5 days. Air Tickets \$400 x 3=1,200 + M&L for 5 days x 3@\$150/day= \$2,250.					3,355		

						Year 1	Year 2	Year 3
19	Duncan, Documentary Film Making in Latin America Workshops. Funds are requested for two workshops for undergraduate and graduate students and faculty during grant years 2 and and 4. YR 2 Mexico's northern border (Sonora): 3 day trip for 3 people (Van rental \$51/day=\$153 + .11X500miles=\$55 + M&L for 3x3@\$150/day=\$1,350); YR 4 Oaxaca, 4 day trip for 3 people: (Air travel 3@\$500/ea = \$1,500 + M&L 3X4@150/day=1,800)						1,558	
20	Assoc. Prof. Tracey Osborne (Geography) and Assist. Prof. Jamie Lee (School of Information)-Climate Alliance Mapping Project. Funds are requested to suplement for travel to the Amazon and Mesoamerica to gather digital stories and data for the development of interactive maps that bring together scientific data and stories. The map is developed to enhance curricular resources. Yr. 2: two RT tickets to Guatemala @\$550 ea.=\$1,100 and M&L 2 x 3 days@150/day = \$900; Yr. 4 2 TR tickets to Manaus@\$1,250 ea=\$2,500.						2,500	
21	Assoc. Prof. Vasquez-Leon (CLAS)- Fishing at the Edge of Extinction, Gulf of California, Mexico. Funds are requested for travel to update and video record as part of development of technologies that enhance curricular resources. Trip to San Felipe, Baja California, Mexico: 5 day trip for 2 people (car rental \$45/day=\$225 + .11X1300miles=\$143 + M&L for 5x2@\$150/day=\$1,500).					1,868		
22	Prof. Jill de Zapien (Public Health)- Border Health Service Learning Institute, engagement opportunity for 14 undergraduate students.Funds are requested to travel to Sonora, Mexico for 6 days. 2 van rentals x 6 \$51/day=\$612 + .11x 300miles x 2 vans=\$66 + 2 group meals @161 ea.=\$322.					1,000	1,000	1,000
23	Prof. Shelley Staples (CoE)- Multilingual Academic Corpus - Writing and Speech (MACAWS). Funds are requested for travel to a national conference to present on the materials created in the MACAWS project (with CERCLL)						1,700	
24	Faculty travel; 4 trips @ \$700 in Latin America for professional meetings, research & linkages.					2,800	2,800	2,800
25	Faculty Travel; 6 trips @ \$500 ea for professional meetings regarding Latin America					3,000	3,000	3,000

						Year 1	Year 2	Year 3
26	Administrative Travel by Center Staff; 2 trips @ \$1,000 ea to develop linkages, conferences, and opportunities for student study and research abroad.					2,000	2,000	2,000
27	Administrative Travel by Center Staff (2), 4 trips @ \$500 ea e.g. travel to NRC Directors meetings, LASA					2,000	2,000	2,000
28	Staff Travel (Outreach Coordinator) to State and National Educator Conferences (The Global Forum, the Global Engagement Conference, and others)					1,000	1,000	1,000
29	Assoc. Professor Iliana Reyes- Children and Mother's Voices, Their Visual Journeys. Travel to Puebla, Mex. for development of technologies that enhance curricular resources 2 people, 6 days. Air ticket Tucosn-Puebla @\$366ea = \$732; bus fare for 20 participants@10 ea=\$200; M&L 2x5@100 = 1,000; meals for participants 3@100 = \$300.						2,232	
	<b>SUBTOTAL TRAVEL</b>					<b>17,023</b>	<b>25,540</b>	<b>13,600</b>
<b>4. SUPPLIES</b>								
30	Library acquisitions. Focus on Brazil, Central America, and Andean Region						3,000	3,000
31	Digitization of Library and Outreach Materials					2,000	2,000	
32	Outreach Instructional materials, Newsletters, Publication, Supplies for Teacher workshops and business briefings					3,000	3,000	3,000
33	Office Supplies and Equipment					1,000	1,000	1,000
	<b>SUBTOTAL EQUIPMENT AND SUPPLIES</b>					<b>6,000</b>	<b>9,000</b>	<b>7,000</b>
<b>5. OTHER</b>								
<b>A. Instruction/Curriculum Support</b>								
35	TBD. CLAS and Masters in Development Practice (MDP) faculty. Funds are requested as a stipend for two faculty to plan and implement a dual MA degree CLAS-MDP. Development (Yr1) and Implementation (Yr2).					1,000	1,000	
36	TBD. CLAS and Masters in Environmental Studies (MES) faculty. Funds are requested as a stipend for two faculty to plan and implement a dual MA degree CLAS-MES. Development (Yr3) and Implementation (Yr4).							1,000
37	Area Studies Articulation/Course Development for 2 new undergraduate courses for the recently approved BA in Food withing SBS: Food and Culture in Brazil (da Silva) and <i>Sabores de Mexico</i> (Deeds).					1,000		1,000

						Year 1	Year 2	Year 3
38	Daniel Duncan (SWC and film producer for "In the Americas with David Yetman") Stipend to develop and teach an online undergraduate course based on the Emmy Award winning PBS TV Series "In the Americas with David Yetman".					1,000	1,000	1,000
39	Curriculum development around Central American migration (grad and online courses) and strengthening AVANCSO-Guatemala study abroad opportunities (Oglesby).					1,200	1,500	1,200
40	Course development: 1 new online undergraduate and 1 graduate course about Colombia's Peace Process (Brewer-Osorio).					1,500	1,500	
41	Assoc. Prof. Alberto Arenas, Department of Teaching, Learning & Sociocultural Studies, College of Education (CoE), will work closely with the GRA who manages the International Curriculum Certificate Program, assure its integration into CoE classes, and assist with dissemination of project results in Year 4. Funds are requested in each year of the project for CLAS' contribution of \$1000 for a professional services fee, to which the three participating UA centers (CIGS, CLAS, CMES) will each contribute an equal sum.					1,000	1,000	1,000
<b>A. Subtotal Instruction/Curriculum Support</b>						<b>6,700</b>	<b>6,000</b>	<b>5,200</b>
<b>B. Events Conferences and Workshops</b>								
42	Professor Jadwiga Pieper-Mooney (History) - Border Crossings: From Mexico to Argentina". Funds are requested for a two-day conference during the first year of the grant cycle. Costs include travel for 4 speakers: 4 air tickets @ \$400 ea=1,600 +M&L 3 nightsx4 @150/ea = \$1,800. Plus contribution to food and workshop expenses for two days, including meals \$200/day + room rental \$250/day + tech support \$50/day.					4,400		
43	Assist. Profs. Kaitlin Murphy and Anita Huizar (S&P) - In Transit/En Transito: Art, Migration, Resistance final workshop. Funds are requested to co-sponsor the workshop by contributing \$400/ea. towards travel expenses for 5 participants.						2,000	

						Year 1	Year 2	Year 3
44	Assoc. Prof. Margaret Wilder (Geography)-- Binational Water Governance at 75 Years: Retropective, Resilience and the Future of Mexico-US Collaboration on Water Resources Governance. Funds are requested for travel costs for 4 Mexican participants for this 3 day event. Airfare from Mexico @ \$375 ea.= \$1,500 and lodging for 3 nights @ 125/night= \$1,500. The event is co-sponsored by the UA Udall Center and will bring 10 Mexican experts, including academics, practitioners, NGOs, and government officials.					3,000		
45	Assoc. Prof. Jeniffer Cyr (CLAS and School of Government and Public Policy --SGPP) "New Political Movements: Analysing Agendas and Leaders" Workshop. Travel for 3 participants: Rt air tickets: Sao Paulo - Tucson (\$1,200), Santiago de Chile- Tucson (\$1,400), Austin-Tucson (\$375) = \$2975 +Lodging 3 nights x3 @ 125/ea = \$1,125. Plus contribution to food and workshop expenses for two days, including meals \$250/day x2 + room rental \$200/day x2 = \$900						5,000	
46	Assist. Prof. Javier Osorio (SGPP). "Academy of Security Analysis", which works with law enforcement, judicial courts, and civil society in Central America to address security and justice challenges. Funds are requested to supplement travel costs of a speaker from Central America: airfare \$500.							
47	Visiting Speakers - Funds are requested for the 4 years of the grant cycle to support the costs of bringing to Tucson two major speakers per year (one from Latin America and one from the US) on topics of relevance. Funds will cover speaker travel (\$1200 LA airfare and \$500 US airfare = \$1,700, three nights hotel @ \$150 X 3 nights X2 people = \$900, and 4 days per diem x2 @ \$44= \$352, ground transportation for 2 @ \$48 and a speaker's fee of \$900 x 2 speakers= \$1,800					4,800	4,800	4,800
<b>B. Subtotal Events Conferences and Workshops</b>						<b>12,200</b>	<b>11,800</b>	<b>4,800</b>
<b>C. Collaborative Efforts</b>								

						Year 1	Year 2	Year 3
48	Distinguished Lecturer on Comparative Borders and Migration. Funds are requested for project year 2 @ \$1500 to support the costs of bringing to Tucson a major speaker in the field of Comparative Borders. The lecture will be conducted in collaboration with CMES, which will provide a discussant for the lecture on Borders in the Middle East in Year 4. In each case the discussant will place comparative borders and migration issues in a larger international context. Funds will cover speaker travel: \$362 airfare, 2 nights hotel @ \$100 = \$562, and two days per diem @ \$44 = \$88, and a speaker's fee of \$850.						1,500	
49	Assist. Prof. Antonio Bacelar da Silva (CLAS) - The Network for the Advancement of Brazilian Studies (spearheaded by UA CLAS in collaboration with the University of Michigan Center for Latin American and Caribbean Studies (LACS), San Diego State University's Brazil program, and the University of Oklahoma Department of International and Area Studies). Funds are requested for planning (yrs. 1 and 3) and implementation (yrs 2 and 4) of 2 workshops. Funds will be used to fund expenses related to website development and workshop organization (\$500 yrs 1 and 3) and to fund workshop expenses (stationary, equipment, venue, refreshments, administration, etc) @1,500 per workshop and for expenses for website-blog/ media production @2,000 and for yr 4. \$500 for publication costs in year 4. Travel and accommodation for the two workshops will be covered by the participant's home institution.					500	3,500	500
50	Conversations about Human Rights and Indigenous Politics in Latin America (with CLAS' University of Florida). Funds are requested (\$4,000 for the 4 year grant cycle) to organize a workshop series with Latin American and US-based scholars and activists representing diverse perspectives on issues related to indigenous rights, environment, and the Inter-American System Workshops in years 1 and 3 will be held at UF and in years 2 and 4 at UA. Expenses include travel for faculty and students to participate in the workshops and workshop organizational expenses.					4,000	4,000	4,000

						Year 1	Year 2	Year 3
51	Under the UA-Universidad Nacional Autonoma de Mexico (UNAM) Partnership, CLAS will coordinate a speaker series and faculty and student exchanges centered around human security in Mexico. Activities will be held in collaboration with the UNAM Research Consortim, the Universidad de Sonora, and various UA units and departments. Funds are requested at \$4,000 for the 4 years of the grant cycle to bring 2 UNAM colleagues to Tucson per year (a faculty member and a student): \$500 airfare x 2, 2 nights hotel x 2 @ \$150 = \$1300, and 2 days per diem @ \$44=\$88, and a speaker's fee of \$612; and to send 1 faculty and one student per year to UNAM: \$500 airfare x 2, 2 nights hotel x 2 @ \$90 = \$180, 2 days per diem @ \$44=\$88, internal transportation @ \$60 x2 and a speaker's fee of \$612.					4,000	4,000	4,000
52	Professional Careers Development Series; annual symposium and monthly brown bag series. Funds requested to pay professional speaker fees to alumni and other professionals (with CMES).					1,000	1,000	1,000
53	Faculty Institutional Partnership Development Grants to support new international collaborations, through a competitive application process. 2 grants per year @ \$750/ea. will be given as a contribution towards travel to affiliated faculty proposing to start new institutional collaborations with Latin American institutions.					1,500	1,500	1,500
54	Distinguished Lecturer on Human Rights. Funds are requested for project year 3 @ \$1500 to support the costs of bringing to Tucson a major speaker in the field of Human Rights. The lecture will be conducted in collaboration with CMES, which will provide a discussant for the lecture on Human Rights in the Middle East in Year 1. In each case the discussant will place human rights issues presented in a larger international context. Funds will cover speaker travel: \$362 airfare, 2 nights hotel @ \$125 = \$350, and 2 days per diem @ \$44=\$88, and a speaker's fee of \$800.							1,500
<b>C. Subtotal Collaborative Efforts</b>						<b>11,000</b>	<b>15,500</b>	<b>12,500</b>
<b>D. MSI and Community College Partnerships</b>								



						Year 1	Year 2	Year 3
55	Border Security and Immigration Conference (with MSI Univeristy of Texas at El Paso -UTEP). Funds ar requested for two planning trips in Yrs 1 and 3: Car rental \$45/day=\$180 + .07X750miles=\$53 + M&L for 4 days@\$150/day=\$600). Funds are also requested for conference organization in Yr. 2 (at UA) and Yr. 4 (at UTEP). Requested conference funds will support the travel of 4 major scholars to Tucson (Yr 2) and El Paso (Yr 4) for each conference (4 scholars @ \$500 each for airfare =\$2,000, 3 nights hotel x 4 @ \$130/ea=\$1,560, 3 days per diem x 4 @ \$36.67=\$440. Conference organizers will apply for additional outside funds to support the participation of additional outside scholars. An extra \$1,000 will be provided to UTEP to contribute to general conference expenses in Yr 4.					833	4,000	833
56	International Studies Partnerships to pair Cochise, Maricopa, and Pima Community College instructors with UA faculty to develop LAS teaching modules. UA faculty stipends at \$500 x 3per year (with CMES,CERCLL, CIGS)					1,500	1,500	1,500
57	International Studies Community College Instructor Workshops, to provide a forum for community college intructors to present and share internationalization efforts (with CMES, CERCLL, and CIGS).					1,500	1,500	1,500
58	Multi-cultural film series with Community Colleges (with CMES,CERCLL and CIGS) and UA South Film Series with CMES sierra vista (car rental, .445x153 miles=\$68, professional speaker's fee \$250.					318	318	318
59	Maricopa Community College. Global Forum and Engagement. 2 speakers yr 2, 1 speaker yr 4, cost per speaker include travel to Tempe (220 miles x.455=\$100, professional speaker's fee @ \$250.						700	
<b>D. Subtotal MSI and Community College Partnerships</b>						<b>4,151</b>	<b>8,018</b>	<b>4,151</b>
<b>E. Professional Development for (Pre-) Service K-12 Educators</b>								
60	International Conferences on the Development and Assessment of Intercultural Competence. Funds are requested to co-sponsor two events @ \$500ea during 2 and 4, to contribute to the costs of running the conferences (with CERCLL).						500	

						Year 1	Year 2	Year 3
61	World of Words - to create Global Story Boxes (3 @ \$100) and Global Family Story Backpacks (3 @ \$70) for Early Childhood Education pre-service pre-school and K-1 students (with CERCLL)						510	510
62	Internationalization of Curriculum Workshops. Funds are requested to support costs of workshop supplies, room rental, technology (\$300); and professional speaker fees (7 speaker @ \$100 ea.) Workshops will be held on the UA campus (with CMES).					1,000	1,000	1,000
<b>. Subtotal Professional Development for (Pre-) Service K-12 Educators</b>						<b>1,000</b>	<b>2,010</b>	<b>1,510</b>
<b>F. Other Outreach</b>								
63	Foreign Language, Literature and Culture: Designing Programs for Today's World. Workshop series/ working group for faculty and graduate students at UA. Funds are requested to support general expenses. (with CERCLL and CMES).						250	250
64	Tucson Meet Your Languages, part of Tucson Meet Yourself, a yearly public event in Tucson that celebrates Tucson's diversity and international connections. Funds will be used to cover general expenses and space tent (with CERCLL and CMES)					250	250	250
65	UA Southern Arizona Language Fair. Funds are requested (\$500 for years 2, 3, and 4) to contribute to this annual event which promotes language learning by offering multicultural entertainment and competition (with CERCLL and CMES).						500	500
66	Public events, lectures, Latin American film series, cultural celebration, outreach to local businesses, Davis Monahan Airforce, non-profit organizations and general public					1,000	1,000	1,000
67	Tucson Cine Mexico & Hanson Film Institute. Funds are requested, at \$1,000 for each of the 4 grant years, to contribute to Tucson Cine Mexico, the longest-running festival of contemporary Mexican Film in the US.					1,000	1,000	1,000
68	Latin American Film Series					1,500	1,500	1,500
<b>F. Other Outreach Subtotal</b>						<b>3,750</b>	<b>4,500</b>	<b>4,500</b>
<b>G. Other Costs</b>								

						Year 1	Year 2	Year 3
69	Graduate student tuition remission. Tuition for graduate students is included as a mandatory benefit and is charged a proportion to the amount of effort the graduate student will work on the project. Tuition for a graduate student at .5FTE is \$11,716, for .25FTE is \$5,858 and for .125FTE is \$2,929. A 4% annual projected tuition increase is applied in years 2-4.					17,574	18,277	19,008
70	Allison Titcomb, Evaluation Specialist -- Funds are requested during each year of the project @ \$3,000 per year for the services of an evaluation specialist to assist with evaluation of project activities (20 hours in year one, 35 hours in years two and three and 30 hours in year four X \$100/hour).					2,000	3,500	3,500
71	Video Production Consultant, Duncan - Mujeres de las Americas Video Story Telling, pilot program for PBS television series. Rental equipment for production and filming							
72	Video Production Consultant for 2 Workshops on Documentary Film Making in Latin America, U.S.-Mexico Border (Y1) and Oaxaca (Yr 4). Funds are requested for equipment rental @ \$625 per day for four days = \$2,625.					2,500		
73	Oliver Froehling, Director of Oaxaca <i>Field School</i> - LAS Course Field School in Oaxaca, On the ground field course organizer for <i>Sabores de Mexico</i> .					2,000	2,000	2,000
74	Computer programmer consultant for CLAS Assist. Director Colin Deeds - Virtual Borderlands Space at the UA.					5,000	4,000	4,000
75	Website consultant for Assoc. Prof. Marcela Vasquez-Leon- Finishing at the Edge of Extinction, Gulf of California Digial project.					1,500		
76	Partnership Grants for building collaborative research and teaching with Latin American Colleagues					2,000	2,000	2,000
	<b>G. Subtotal Other Costs</b>					<b>32,574</b>	<b>29,777</b>	<b>30,508</b>
	<b>SUBTOTAL OTHER</b>					<b>71,375</b>	<b>77,605</b>	<b>63,169</b>
	<b>6. TOTAL DIRECT COSTS</b>					<b>245,880</b>	<b>246,230</b>	<b>246,118</b>
	<b>7. INDIRECT COSTS @ 8%</b>					<b>19,670</b>	<b>19,698</b>	<b>19,689</b>
	<b>TOTAL NATIONAL CENTER FUNDS</b>					<b>265,550</b>	<b>265,928</b>	<b>265,807</b>
	<b>8. TRAININGS AND STIPENDS</b>							
	<b>Academic FLAS Fellowships</b>							
	Graduate Students							
	Institutional payment (5 @ \$18,000)					90,000	90,000	90,000

						Year 1	Year 2	Year 3
	Subsistence allowance (5 @ \$15,000)					75,000	75,000	75,000
Undergraduate Students								
	Institutional payment (8 @ \$10,000)					80,000	80,000	80,000
	Subsistence allowance (8 @ \$5,000)					40,000	40,000	40,000
<b>Summer FLAS Fellowships</b>								
	Institutional payment (6 @ \$5,000)					30,000	30,000	30,000
	UA Subsistence allowance (6 @ \$2,500)					15,000	15,000	15,000
	<b>SUBTOTAL TRAINING STIPENDS</b>					<b>330,000</b>	<b>330,000</b>	<b>330,000</b>
<b>9. TOTAL NATIONAL CENTER FUNDS &amp; FLAS FELLOWSHIPS</b>						<b>595,550</b>	<b>595,928</b>	<b>595,807</b>